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ABSTRACT

The function of the Interagency Panel for Research and Development on Adolescence is to address the need in the Federal government to share meaningful research findings, to discuss plans, share problems, and to coordinate activities. This is the Panel's Third Annual Report and it includes the following discussions: (1) a summary of the year's activities of the Interagency Panel; (2) a summary of some of the major issues concerning youth and youth participation; (3) the utilization of the Panel's information system; (4) an analysis in some detail of the frequency and distributional patterns of current Federal research and development projects affecting youth; and, (5) a separate discussion of each of the 23 member agencies which participate on the Interagency Panel for Research and Development on Adolescence. (Author)

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TOWARD INTERAGENCY COORDINATION

FY '75 FEDERAL RESEARCH AND DEVELOPMENT
ACTIVITIES PERTAINING TO ADOLESCENCE

THIRD ANNUAL REPORT

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Social Research Group
The George Washington University
Washington, D.C.

December 1975

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IN MEMORIAM

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Dr. Joseph M. Bobbitt, a founding member of the Panel, died unexpectedly in July, 1975. His empathy, leadership, and wit contributed immeasurably to the success of the Interagency Panels.

TOWARD INTERAGENCY COORDINATION:

FY '75 Federal Research and Development
Activities Pertaining to Adolescence

Third Annual Report

Prepared For
The Interagency Panel For Research And Development On Adolescence
Edith H. Grotberg, Ph.D., Chairperson

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December, 1975

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No report on a topic so diverse as Federal research on adolescence could be produced over the span of so short a time as a few months without substantive and reliable assistance from people other than the author. In this effort I have been fortunate indeed to have received the full cooperation of individuals with time-demanding responsibilities in all Federal agencies, and particularly from the representatives on the Inter-agency Panel. So first thanks must go to them.

In addition, I have received guidance from two individuals with more experience in Washington than I. These were Drs. Edith H. Grotberg, the Chairperson of the Panels, and Maure Hurt, Jr., the Panels' Project Director at the Social Research Group. Furthermore, I would indeed be negligent were I not also to acknowledge the dedicated assistance of Adele Harrell, the principal creator of the Panels' classification system, the quality work performed by the research assistants who brave the summer's heat and confusion to bring back both thorough and reliable information, the tireless efforts of Sharon Mangus who relayed hundreds of my computer requests, and the creativity and independence of thought in Pamela Cope Mintz, who acted as adder, editor, and in places, co-author. Lastly, however, it was the unwaveringly accurate weekend and evening typing of Linda Bley by which this report was able to meet its ultimate deadlines, and even a special acknowledgment would not begin to relay my gratitude to her.

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INTRODUCTION

Perceiving a need for coordination five years ago, the Secretary of Health, Education, and Welfare asked that the director of the Office of Child Development's Children's Bureau gather together representatives of all the agencies within the Department which were sponsoring research on children. Later that Fall the first meeting of the Interagency Panel for Research and Development on Early Childhood was convened. It was soon realized, however, that the Panel's breadth, though considerable, was far short of being able to universally cover the structures of government. Consequently, other departments also sponsoring research on children were invited to participate. The resulting membership was drawn virtually from across the Federal government and ultimately included four departments and over two dozen agencies. However within a year of the Early Childhood Panel's first meeting, it became evident that the Federal government was in need of a parallel effort in the field of adolescence research, and in 1972 it was decided to form a separate Interagency Panel for that purpose.

Today the function of the Interagency Panel for Research and Development on Adolescence is to address the same issues which were recognized at its conception: the need in the Federal government to share meaningful research findings, to discuss plans, share problems, and to coordinate activities.

Given the competition inherent within organizational structures, the role of the Interagency Panel, by definition, is both sensitive and challenging. But the Adolescence Panel is active and successful. It is now three years old, and this is its Third Annual Report.

One source of strength of the Adolescence Panel lies with its up-to-date system of information on youth research currently funded by Federal agencies. All agencies draw on this information system to help in the development of their individual plans and priorities. The information system is constructed in the following way: At the beginning of each fiscal year (July 1st), the Panels' sponsor the collection of information

on each research proposal affecting children and youth which has recently been approved for funding. The Social Research Group's research assistants are invited into each Panel member's agency; they personally inspect the proposal, and codify all of the following information: the project's purposes, hypotheses, methodologies, target populations, site locations, principal investigator, type of fiscal agreement reached with the sponsoring Federal agency, and the duration of funding. In addition, the research assistants make note of every test and measure which is mentioned by name in the proposal; this supplies the Panels and their member agencies not only with a record of all currently-funded research on children and youth, but with a listing of each test and measure proposed for use in that research.

Every Annual Report of both Panels has used the information system to describe the current research activities of the Federal government. For example this year a total of 3,498 research projects affecting non-adults has been sponsored--2,343 (67%) of which involve adolescents. And it is the information contained within these 2,343 project proposals that forms the basis for the figures and commentary of this report.

But the Annual Reports have always contained more than simply the current figures on the distribution of research efforts. Each has taken a few pages to summarize the Panel's activities over the previous year for the benefit of new members as well as those members who wish to call their own agency's attention to the Panel's thinking. Moreover, each adolescence research report has included a section dedicated to a brief summary of critical issues. For example, the First Annual Report, written by Ellen Searcy and published in December, 1973,¹ had a detailed section outlining the policy-related research issues in the field of adolescence which were current at that time. Continuing the discussion the next year, the Second Annual Report included a section which portrayed the more significant recommendations which had recently been made to the Federal

¹A complete list of documents, papers, and reports published by the Interagency Panels appear as APPENDIX C.

government² and the country pertaining to research and development on youth.³

This Third Annual Report will include the following discussions: First, like its predecessors, it will summarize the activities of the Interagency Panel over the year. Included below are discussions of Panel publications, presentations to and by the Panel, the Second Conference on Research Comparability and the subsequent focus on specific topics for research comparability models. Secondly, it will summarize some of the major issues concerning youth and youth participation which have emanated from recent exchanges among government commissions, university social scientists, youth professions and Federal agencies. Thirdly, this report will use the Panel's information system and will analyze in some detail the frequency and distributional patterns of current Federal research and development projects affecting youth. Two new discussions, though brief, have been added: the frequency with which certain referenced tests and measures are utilized in Federally-sponsored research in FY '75, and a presentation of reliable comparisons on the level of research activity between FY '75 and FY '74--comparisons made possible by the Panel's significant improvements in the standardization of data collection. Lastly, we will discuss separately each of the 23 member agencies which participate on the Interagency Panel for Research and Development on Adolescence. Included in each will be three sections: the agency's legislative research mandates, a brief summary of its FY '75 activity, and a synopsis of its plans for FY '76.

²A. Macleod, Growing Up In America--A Background to Contemporary Drug Abuse (Washington, D.C.: National Institute of Mental Health, 1973); National Commission for Reform of Secondary Education, Reform of Secondary Education (New York: McGraw-Hill, 1973); The Panel on Youth of the President's Science Advisory Committee, Youth: Transition to Adulthood (Washington, D.C.: U.S. Government Printing Office, 1973); Report of the White House Conference on Youth, 1971, Estes Park, Colorado (Washington, D.C.: U.S. Government Printing Office, 1971).

³In addition, the Second Annual Report outlined the functions of the Panel's support staff, the procedures of the data collection, and the methodological and technical details of the information system (pp. 1-5, 43-46).

CHAPTER I

PANEL INTEREST, ACTIVITIES AND OBJECTIVES IN 1975

Section 1: Publications Sponsored by the Panel

Since the beginning of 1975, the Interagency Panel for Research and Development on Adolescence has sponsored the development of several guiding papers. Pursuing its theme of increasing comparability among research projects, one paper explored the frequency with which each test and measure was utilized in Federally-sponsored research. Entitled "The Frequency of Tests and Measures Utilized in Proposals for Federal Government Research and Development on Children and Adolescents in FY '74" and presented to the Panel on July 1st, the paper divided the names of all the instruments found in FY '74 proposals into two groups: those which could be found in one of ten reference bibliographies, and those which could not. Besides listing each by title, instruments in the former group were catalogued according to subject and frequency of utilization. Both referenced and non-referenced categories were further divided between those projects affecting adolescents and those affecting younger children. In sum, the paper provided the Panel with a complete frequency listing of every test and measure which was utilized in Federally-sponsored research on non-adults.

The test frequency study found the names of 514 tests and measures utilized in the 3,116 FY '74 project proposals. A majority of these test titles (56.4%) could not be located in any of the ten test bibliographies consulted. Most of the 514 (64%) were mentioned only once; 13 percent twice; seven percent on three occasions. One test battery, the Metropolitan Achievement Tests, was mentioned in 77 project proposals, but this was the maximum. The 64 percent which were mentioned only once were usually indices designed only for the particular purpose in those proposals in which they were found.

It was clear that the most frequently utilized tests and measures fell under the two subject categories of "Character and Personality" and "Intelligence." Federally-sponsored research and development projects

utilized 75 Character and Personality test titles (48 percent of which were non-projective) in 385 projects. These accounted for more than one-quarter of the reviewed tests and measures. Within this category of Character and Personality tests, there were more than three times as many "non-projective test" titles (36::8). Among the 44 titles of Intelligence tests, the most numerous, and by far the most frequently used, were those administered on a one-to-one level of administrator and subject. Individual intelligence tests accounted for more than one-half of the titles and 72.7 percent of the intelligence test usage; each individually-administered intelligence test title was used in an average of 10.7 projects.

Less frequently applied were "Vocational" tests. In this group there were 11 titles reported; these were used only 15 times, accounting for only about one percent of the reviewed test applications. Other tests mentioned in the FY '74 project proposal were seven titles of "Sensory-Motor Skills," three of "Mathematics," and one test each of "Listening Comprehension," "General Science," "Biology," and "Music."

Pursuing the Panel's theme of interagency coordination, an extensive analysis was made of the conversational interviews carried out by two members of the Social Research Group staff and representatives of each Panel member agency. The resulting document, entitled: "Transition to Adulthood: Subjects of Research and Development Interest to the Federal Government With Respect to Youth," was an attempt to provide the Panel with the most current information pertaining to two topics: (1) the mandating legislation affecting each member agency's research and development activities; and (2) the areas of interest within that mandate which each agency hopes to pursue in the future.

Analysis in the paper was divided into three sections: a description of the legislation and interests within each agency, a detailed summary of research subjects and themes in common among agencies, and lastly, a visual portrayal of these interests, locating them on a chart with the title of each agency sponsoring research and development activity. From the overlapping concerns which emerged from the structured agency discussions were five substantive research themes. The paper described all in detail theoretically and quoted specific research questions which each agency hoped to raise within the context of their own projects. The five

interagency concerns discussed were the following: (1) participatory roles of youth,⁴ (2) questions over the meaning of normalcy, (3) causal relationships to deviant behavior, (4) novel service delivery and treatment experiments, and (5) special adolescent target populations of current concern, e.g.: runaways, school-aged pregnant, abused, delinquent, handicapped, bilingual, and migrant groups. Lastly, the "Transition to Adulthood..." paper reflected interagency interests in two other areas of special concern: the issues surrounding the adolescent's changing legal status, and the interest of avoiding deficit explanatory models of behavior by exploring phenomena commonly known under the rubric "coping skills."

A third study sponsored by and presented to the Panel in working-draft form consisted of an effort to investigate the quality of sample descriptions in the published social science literature. Deriving its theory from an article by M.A. White and J. Duker,⁵ the on-going study is analyzing 1,352 articles for the frequency of specified sample characteristics such as age, sex, grade, socioeconomic and other necessary demographic descriptors.

Two other articles describing the Panel's interest in research comparability were published or were accepted for publication this year. The first, written by the Panel's Chairperson, Edith H. Grotberg and entitled "Research Managers and Cumulative Research Data and Information," appeared in the Educational Research Manager (Summer, 1975). The second, authored by Thomas W. Hertz of the Social Research Group and Richard Q. Bell of the University of Virginia, was titled "Towards More Comparability and Generalizability of Developmental Research," and will appear in the March, 1976 issue of Child Development.

Lastly, the Interagency Panels have been invited to present a series of papers at the April, 1976 meetings of the American Educational Research

⁴After being retitled "Youth Participation," this subject was singled out in the meeting of September 16th for special consideration by the Interagency Panel. See below under the section "Interagency Areas of Research for Consideration By the Adolescence Panel.

⁵M.A. White and J. Duker, "Suggested Standards for Children's Samples." American Psychologist 28 (August, 1973).

Association. The symposium's participants will be the Panel's representatives who, besides making research and development decisions in their respective agencies, contribute their talents and experience to the monthly Panel meeting discussions.

Section 2: Presentations to and by the Panel

Over the course of the last year, two additional agencies became members of the Adolescence Panel: The National Institute on Alcohol Abuse and Alcoholism (NIAAA) and the Law Enforcement Assistance Agency (LEAA) within the Department of Justice. Representing NIAAA, Dr. Albert Pawlowski described the mandates and structure to the members of the Panel who had gathered for the meeting on January 28th. He said that two units within the Division of Research comprised activities which fell within the scope of the Panel: The laboratory of Alcohol Research whose primary responsibility is the study of biochemical and physiological effects of alcohol, and the Intramural Research and Grants Branch which supports research outside government including studies on delinquency, attitudes toward drinking, and activities and norms of young people with respect to alcohol.

At the August 12th meeting George Mills from the Division of Research added further detail to the Panel's knowledge of youth drinking problems by presenting data from a NIAAA-sponsored national study. Three distinct trends were noted: the fact that experimenting with alcohol had become common-place among much younger populations than was the case a decade ago, the fact that serious alcohol abuse and alcoholism had risen markedly among young people in general, but also, the interesting fact that the frequency and patterns of alcohol consumption among seniors in high school hadn't altered significantly since the 1950's. This latter finding stirred-up a definitional discussion among Panel members over what behavior patterns should be considered "normal."

On February 25, James Howell, representing the Law Enforcement Assistance Agency, described the structures and mandates within his agency to the members of the Interagency Adolescence Panel. He explained that the directives of the Juvenile Justice and Delinquency Prevention Act of 1974 had created the Office of Juvenile Justice and Delinquency Prevention within the LEAA. He

said that this legislation had called upon his agency to investigate techniques for prevention of juvenile delinquency, alternatives to detention and incarceration, diversion from the juvenile justice system, and the evaluation of programs funded in each of these areas. In addition, Howell said, LEAA operates under the Omnibus Crime Control and the Safe Streets Act of 1968 as amended for enabling legislation. But he mentioned that the first major thrust for the newly created Office of Juvenile Justice and Delinquency Prevention would be experiments in the removal of status offenders (those juveniles whose offenses are not illegal for adults) from institutions, detention centers, and jails.

In accordance with the Panel's long-standing interest in work experience, Drs. Judith Siegel and David Goodwin, representing the Education and Work Groups within the National Institute of Education, were invited on April 8th to present a few of the ideas behind their In-School-Work-Experience program. This program, they said, was designed to add to the programs of Experienced-Based-Career Education (which takes place in the community) and to the curricula of career awareness (which is taught in the classroom) by providing a meaningful work experience for youths while on a school campus. As conceived, In-School-Work-Experience would be a productive "unit" managed by the students themselves, such as a day care center or a school loan cooperative. Their presentation included the hope that as a result, the students would develop several specific skills, learn to deal with peers, supervisors, and experience a genuinely productive activity gratifying in and of itself, though perhaps not gaining a permanent vocation or a substantial personal profit.

At the September 16th meeting, William Daniels discussed new information on runaway behavior which had been received by the Office of the Assistant Secretary for Planning and Evaluation. A local study to determine the feasibility of sponsoring a national sample has recently been concluded in Colorado and had elicited a substantial amount of new information on runaways.

The report from which Daniels had drawn his discussion had based its findings upon two Colorado samples: one purposefully collected through searches of police blotters, juvenile court records and runaway houses; the second

through a random selection of 2,000 urban and suburban and 640 rural households. Daniels reported numerous new techniques such as the cross-checking of false-negatives and/or false-positives where youths and adults disagreed as to whether a legitimate runaway "episode" had in fact occurred. Factual information concerning the incidence and distributions of runaway behavior was also presented though some caution was exercised in generalizing findings beyond the geographical region sampled. Furthermore, Daniels told the Panel that 3.6 percent of the total youth population and 7.1 percent of the total youth households were found to have contained a runaway episode where an individual had in fact left home without permission for eight hours or more. For 24 hours or more, the reported incidence was 1.8 percent and 3.8 percent, respectively.

Individuals who had run away could be characterized by a variety of indices and seemed to fall into several different behavioral categories: those whose episode was spontaneous, others whose episode was deliberate; some whose purpose centered around a short-term fun escape and others whose purpose was to create a long-term escape. As reported to the Panel, the study analyzed each of these categories and the personality characteristics of the children who fell into them. As a summary profile between runaway and non-runaway youth, the study's data would suggest that among families with "low run-away behavior," there seemed to be more positive labeling, more nurturance relationships, lower indulgence, and more parental "intolerance" of youth; among "high-runaway-behavior" families, there appeared more non-nurturant parent-child relationships and a higher level of parental-child indulgence.

As with other presentations to the Panel, the ensuing discussion amalgamated the interests of agencies varyingly charged with addressing the problems of youth who are unemployed, who are dropouts from school, who function in impoverished family environments, who live in rural settings, or who are influenced by AFDC and other intervention programs. In short, the presentation of the findings with respect to runaway behavior achieved one of the central purposes of the Interagency Panel meetings: the sharing of useful and insightful information between agencies.

Section 3: The Second Conference on
Comparability in Research

One long-standing interest of both Interagency Panels has been their effort to increase the usefulness of research by increasing its potentiality for comparability. Through the use of marker variables or marker measures it is hoped that data can be more easily joined, conclusions more universally validated, and policy more accurately evaluated. The previous year saw the presentation of three papers on comparability at the New Orleans meeting of the American Psychological Association and one major conference with editors of scholastic journals as participants. This year the issue of comparability was taken one step further with the sponsorship of a second national conference.

At the invitation of the Interagency Panels, representatives of 35 universities sat down on May 5th and 6th in Washington to help work on the problems of research comparability. Because it followed the groundwork laid by the journal editors' first conference on comparability,⁶ the day and a half May conference began to work on problems of subject specification, state-of-the-art preconditions, and strategies of implementation. Summarized in the publication: "Proceedings of the Second Conference on Comparability in Research," participants were introduced to the history of the comparability effort by the Chairperson of the two Panels, Dr. Edith H. Grotberg, and to the need for comparability by Dr. Richard Q. Bell.

Four workgroups were then formed under the leadership of Dr. Bell from the University of Virginia, Dr. David Pearl of NIMH, Dr. Carol McHale of ASPE, and Dr. Joseph M. Bobbitt of NICHD. The groups expressed the desire to institute the standardization of measures and techniques; to have additional conferences where researchers and government sponsors could blend their divergent interests; and to choose one or two key subject areas in which researchers could reach consensus on key definitions,

⁶ A summary of the first conference, edited by Richard Q. Bell and Maure Hurt, Jr., was entitled: "Proceedings of the First Conference on Comparability in Research, November 4, 1974."

measurement and analytic techniques, the quality of instruments, necessary independent variables, and comparable intervention strategies.

This latter recommendation became the focus of Richard Bell's conference summary and later the subject of three Panel meeting discussions. After particularly careful deliberations, specific subject areas were selected by each Interagency Panel⁷ and will be the focus of future research monitoring activities for the purpose, ultimately, of increasing the potentiality for research comparability.

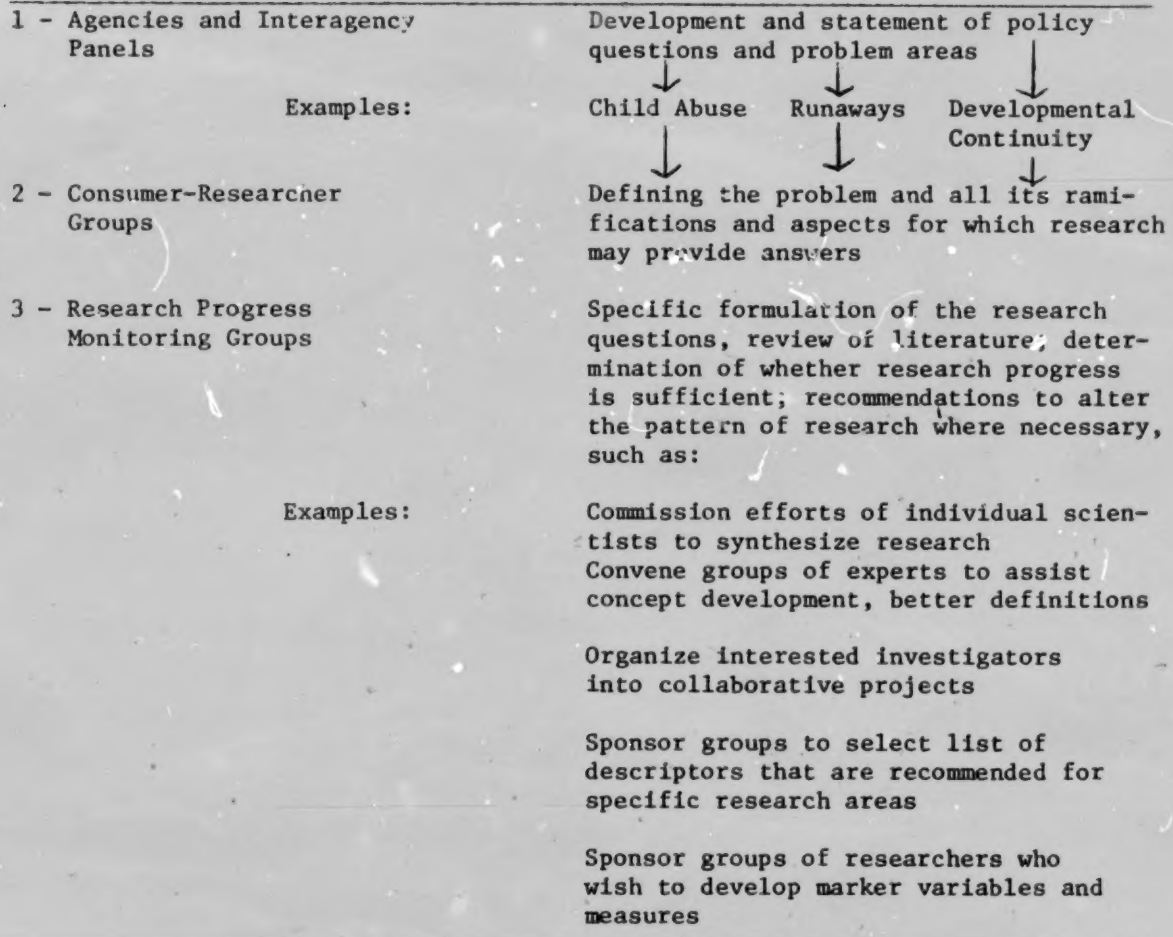
Section 4: Interagency Areas of Research
Focus for Consideration by
the Adolescence Panel

In his synthesis of topics from the two conferences on research comparability presented to the Panel on June 5th, Richard Bell delineated functions which could be performed by the four groups most directly concerned. These included Federal Agencies, Federal Interagency Panels, Consumer-Researcher Groups, and lastly, Research Progress-Monitoring Groups. The Federal role, he said, was specifically to encourage the "development and statement of policy questions and problem areas," and was displayed in the context of the diagram presented below (Figure 1).

⁷See below under the section "The Subject of Youth Participation at the Federal Level."

Figure 1

Organization of Agency Functions,
Consumer and Research Groups



During the meetings of July 1, August 12, and September 16th, Panel members discussed the question of which topic(s) might be most appropriate for a coordinated Interagency effort. It was agreed that whatever topic(s) was/were chosen should be sufficiently broad to elicit the maximum participation from the member agencies, yet sufficiently specific to be manageable within a research and development effort. Suggestions were raised which would, if chosen, cover the broadest aspects of early childhood ("Ecological Situation

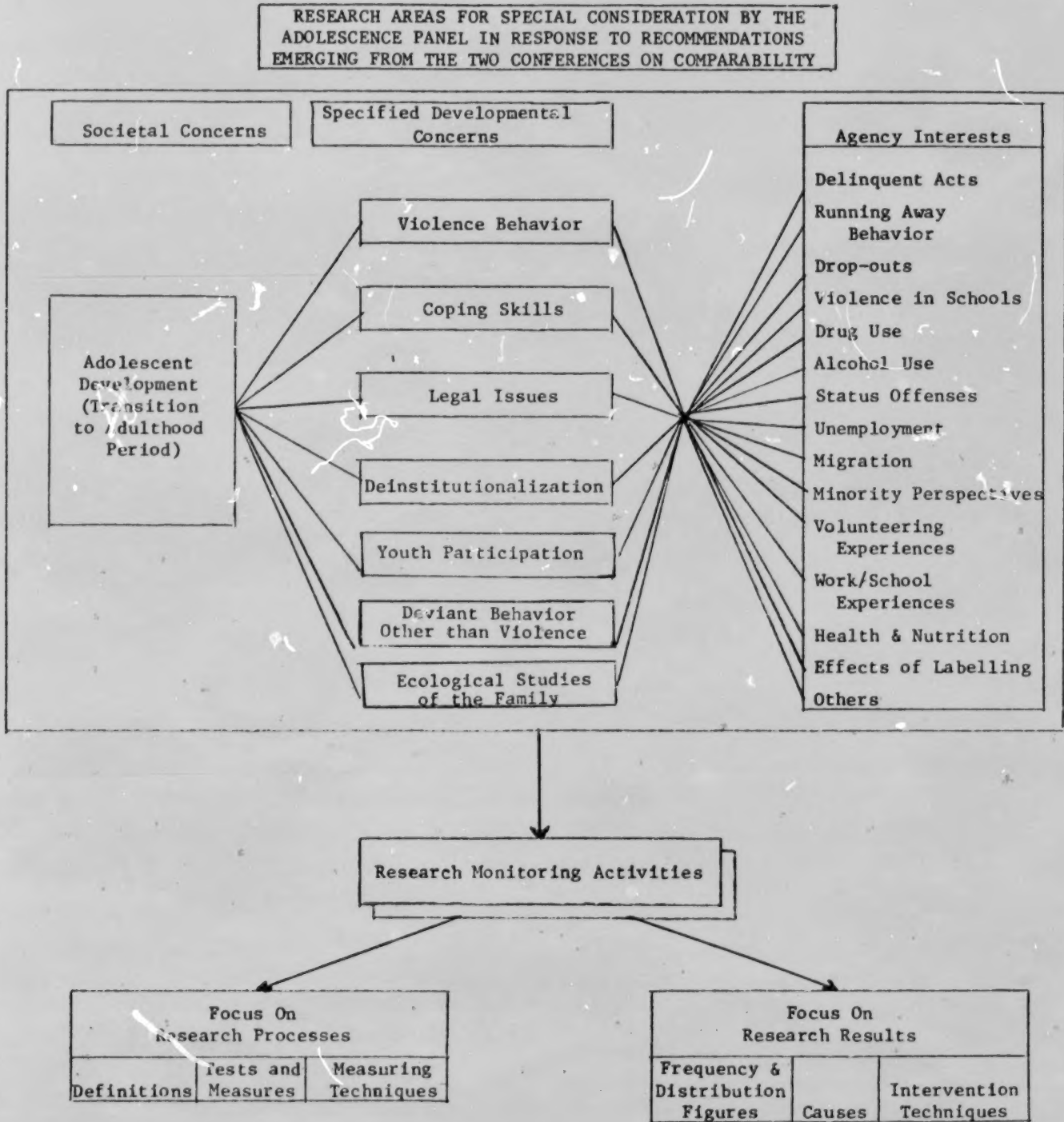
of the Family") or adolescence ("The Components of Normal Development") but also more specific areas such as "Behavior Dysfunctions," or "Juvenile Delinquency."

Subsequently evolving from the breadth of the suggestions, one Panel member expressed a desire to have some visual conceptualization to which he and other Panel members could refer as an expression of the discussion's purposes and options. This was prepared by the Social Research Group as a response; and the conceptualization can be located below in Figure 2.

In Figure 2, some candidate topics derived from Panel member agencies were divided into three levels of generalization and specification: (1) that which summarizes concern of the whole society for the field (e.g.: the normal process of transition to adulthood), (2) those which apply to more specific issues of development, and (3) those which specifically apply to the mandated concerns of certain Federal Agencies. Topics located in the square on the right of the figure are allied with the current research and development efforts prevalent within particular agencies. Topics placed in the center were developed from, and are summaries of these agency interests; as one can see, the connecting links between them are numerous. For example, various agencies are actively sponsoring research and development activities concerning status offenses, unemployment, violence within schools, and on many other types of delinquent acts. Their particular interests, however, can be located within the more general concerns for "Youth Participation," "Legal Issues," "Deinstitutionalization," or "Deviant Behavior." In addition, these more general "Specified Developmental Concerns" include both causal factors and searches for ameliorative intervention techniques.

Activities to monitor research, conceivably, could involve issues located on any level of abstraction, from topics which already appear in the figure, or which might be added. However, placing topics on the level of generalization represented by the center of the figure was designed to encourage the broadest possible participation, yet retain conceptual manageability. Lastly, resulting from the effort to choose appropriate topics, dual research-monitoring concerns emerge: the coordination of the processes of research in support of common but high-quality definitions, measures, and the coordination of the results of research through dissemination of current figures on frequency and distribution, causes, and techniques

Figure 2



of intervention. From the dialogue at the working session of September 16th, a consensus was reached to concentrate on the subject of youth participation. And subsequently several Panel members requested some information on what possible questions youth participation might encompass in the Federal context, and how agencies might be involved.

The Subject of Youth Participation
at the Federal Level

To suggest that young people should take part in activities other than being students is to suggest nothing new. However, it has recently become popular to argue that the educational expansion after World War II has resulted in age segregation of youth and has mitigated against youthful participatory experiences. It is held that children may begin preschool training at the three or four year old stages, enter primary school within a twelve month cohort, and remain to be processed through their educational experience often solely within a limited age cohort until they reach adulthood. If the youth happen to be among the 50 percent who attend post-secondary school, their "adulthood" may be 16 to 18 years after having entered first grade.⁸ Furthermore, it is agreed that school-age segregation can be exacerbated by age-grouping in sports, camping, scouting, church, and other "leisure" activities. In response to this, three repercussions have been posited as being attributable to age segregation: (1) the inexperience of youth in interacting with adults and with younger children; (2) the inflated perception of their own (youth) culture,⁹ and the absolutely

⁸ Much of how societies define adulthood involves the norm of being economically self-sufficient, which therefore excludes the status of student.

⁹ The Panel on Youth, for example, describes what it calls an "Inward-Lookingness" aspect to American adolescence in which young people, either because they have to, or want to, or don't know sufficient alternatives, tend to "look very largely toward one another." James S. Coleman and others, Report of the Panel on Youth--Youth Transition to Adulthood (Washington, D.C.: United States Government Printing Office, 1972), pp. 113-115.

contradictory, yet parallel feelings of meaninglessness and powerlessness in their personal lives.¹⁰

Currently, the most prominent and persuasive recommendations which have been made with respect to youth participation stem from the Report of the Panel on Youth published first in 1972, and more recently by the University of Chicago Press. Essentially, the Panel on Youth recommended that young people be introduced to roles "other than the student role" and that they be placed in "fruitful settings outside the school."¹¹ But suggestions for policy do not originate solely with the Panel on Youth; others emanate from the National Commission on Resources for Youth which has published several volumes and regularly sends out a newsletter describing possible role variations which ought to be tried. It regularly advocates youthful activities which should be instituted even given the reality of limited financing and dependence upon voluntary participation.¹²

¹⁰ Adolescent "powerlessness" might be analagous to the Durkheimian notion of normless anomie, believed in early American sociology to be the effect of industrial life upon originally rural migrants accustomed only to primary level relationships. Later discussions of anomie argued that given the ethnic closeness of many urban neighborhoods, normlessness was not necessarily a function of urban life. The corollary may or may not be found in the case of adolescence. Before this can be answered however, the first task would be to establish whether juvenile feelings of powerlessness are independent from feelings of inefficacy found among the general population. According to James Coleman, citizens in this century have suffered psychically due to a balance of power shift toward "corporate new persons" in every facet of their lives. (James S. Coleman, Power and the Structure of Society, New York: W.W. Norton and Company Incorporated, 1974). The distinction is critical. Few efforts at solving adolescent feelings of powerlessness can be achieved through age integration or any other means if their feelings are only typical of the society as a whole. However, if adolescent feelings are atypical, then the question of intervention experiments in locus of control becomes a meaningful one.

¹¹ Panel on Youth, p. XXIII.

¹² National Commission on Resources for Youth, New Roles for Youth in the School and the Community (New York: Citation Press, 1974); Alan Gartner, Mary Kohler, Frank Reissman, Children Teach Children: Learning by Teaching (New York: Harper & Row Publishers, 1971); Mildred McClosky with Peter Klein Bard, Youth Into Adult: Nine Selected Youth Programs (New York: National Commission on Resources for Youth, Inc., 1974); Resources for Youth Newsletter (National Commission on Resources for Youth, 36 West 44th Street, New York, N.Y.).

Within the Federal government the demand for encouraging youth to participate in roles other than "studenthood" has become a common concern. By necessity each agency must approach the issue from a differing perspective, but the basic theoretical questions represent a point of central convergence. The issue can be put simply: Do youths need more divergence from student status; and what would the effects be of more experience in both voluntary and, perhaps, obligatory roles. The belief is that participatory activities could contribute to a more healthy transition to adulthood and that the difference can be documented. Within agencies, the discussion revolves around what participation to create, how much it would cost, and how one could first measure and then, isolate its effects. The following, discussed at the Panel meeting of October 7th, are examples.

Questions of Interest

What new societal roles should youth play that would promote their successful transition to adulthood? i.e., How can roles for youth in parenting experiences, as workers, as participant citizens and as aware consumers be created in our society? OYD

A. Youth Participation in the Context of Work Experience

- (1) How can those individuals who control the "gates" of entry into jobs in the private sector, social service agencies, and government be assisted in developing an increasing variety of youth participatory opportunities? OYD
- (2) How does the strategy of bringing the work place closer to school compare to expanding learning opportunities by sending pupils into public service and industry? NIE, BOAE, OCE, DOL
- (3) How can financial barriers to reentry into educational programs be overcome? Can youth educational voucher and adult education work-leave programs be used for this purpose? What aid can be provided, e.g., grants for child care, books, transportation, etc.? NIE, OE, DOL
- (4) Would Career Entry Councils for Youth function effectively as mechanisms for coordinating systems (unions, teachers, employers)? DOL

- (5) What would be accomplished by supported employment tailored for disadvantaged or out-of-school youth? DOL
 - (6) Does job training via volunteer public service placement benefit the volunteers in their later employment? ACTION
 - (7) Can the concept of "educational entitlement" for youth be used to develop flexibility in educational experience, allowing youth to leave school for other experiences and reenter at a later date? NIE, OE, DOL
 - (8) How can educational entitlements be implemented, e.g., by providing grants-in-aid for child care, books, etc., or by other means? NIE, DOL, OE
 - (9) Would participation in work experience inhibit the expression of illegal activity and/or deviant behavior? DOJ, NIAAA, NIDA, ASPE, NIMH, NIE
- (B) Youth Participation in the Context of the Family
- (1) What parenting skills studies are needed with regard to adolescence? NICHD, OYD, OCD, NIMH
 - (2) What role can adolescent parents play in the daily management of day care centers? OE
 - (3) Do responsibilities within the context of the family help to deter deviant and/or damaging behavior? OCD, ASPE, DOJ, NIMH, NIAAA, NIDA
- (C) Youth Participation in the Context of Social Service and Citizenship
- (1) How can youth participation assist in the process of social commitment? USDA, ACTION, DOL(?)

At the meeting on November 11th, the discussion led to issues portrayed in Figure 3. Under Youth Participation, the Panel had the option of focusing upon a variety of relevant areas, and it was decided that as many as possible should be considered.

Figure 3
Interagency Panel's Research Focus
On Youth Participation

Areas of Relevance

FAMILY CONTEXTS: NICHD,
OYD, OCD, NIMH, OE,
NIAAA, NIDA, DOJ, ASPE

SCHOOL/EDUCATION CONTEXTS:
NIE, OE, OYD, OCD

WORK CONTEXTS:

On-The-Job Skill

Development: BEH,
BOAE, DOL, NIE,
USDA, OIE, Right-
To-Read

Work Experience: NIE,
BOAE, DOL, BEH, OCD,
USDA, OIE, OCE

SOCIAL SERVICE AND COM-
MUNITY CONTEXTS: OCD,
ACTION, USDA, BOAE, NIE,
DOL, SRS, DOL, NIMH

EDUCATION/WORK CONTEXTS:

Career Education:

OCE, BOAE, NIE, OCD,
ACTION, NIDA, OYD

Vocational/Technical

Education: BEH,
BOAE, NIE, DOL, OIE,
USDA, OCE

HEALTH AND NUTRITION

CONTEXTS: BCHS, NIMH,
NIAAA, SRS

Section 5: Findings: A New Task for
The Interagency Panels

Previously, the Panels have attempted to summarize the sum total of on-going research sponsored by the Federal government in the current fiscal year. But each year numerous projects terminate. Some produce final reports, some do not; some list their conclusions in documents collected through the ERIC system, some do not; many eventually publish articles or books through academic or commercial means, but those who do are far from being universal and are always accompanied by very long time gaps. In short, to the Panels' knowledge, there appeared to be no centralized source of easily accessible findings of current Federally-sponsored research on children or youth.

Consequently, the suggestion was made that, over the course of the coming year, the Panels sponsor an effort to collect a short summary of findings to be elicited from those projects in the Panels' computerized system which are terminated between one fiscal year and the next. Like the abstracts of on-going projects, the summaries of these findings would supply a unique service to those in the government and university research communities who depend upon having the most current information available. Thus it is expected that the usefulness of the Panels' information system will increase markedly over the next year.

Section 6: Information Utilization in FY '75

Since the inception of the Early Childhood Panel and the Panel on Adolescence, the bank of data has been held in common and all publications have been made available to members of both Panels. The Panel members themselves act as conduits of information for their agencies and to sectors of the research community as well. This activity is supported logistically by the Social Research Group which reproduces and distributes publications and documents under the Panels' direction.

The value of the Panels' research information might be illustrated by the following figures. In the first nine months of 1975, the Social Research Group provided 4,664 publications and documents to members of the Panels, other Federal, state, and local officials, and members of the research community. An additional 3,860 informational items were distributed, such as working papers, minutes of meetings, agendas, and letters. The rate of dissemination of documents and publications has increased appreciably each month. The total number of mailings for October and November was 1,521. Between January and November, approximately 6,500 requests were made to query the system for information on current Federal research. The majority of these were to fulfill the Panels' informational needs; however there was a substantial number of requests from individuals unconnected with the Panels, both in and outside the Federal Government.

With many queries there has often been an accompanying request for complete project abstracts in addition to the computer-generated project titles. The abstracts provide information on the objectives, methodology, sample and instrumentation of each project. Requests from the FY '75 file have already resulted in the distribution of more than 7,000 abstracts. Furthermore, with the activities planned, this number should increase by several thousands before the end of FY '75.

In sum, between January 1 and November 30, 1975, the Panels have distributed in excess of 6,000 copies of the more than 30 publications and documents written by the Social Research Group. More than 6,500 requests have been addressed to the information system, and more than 7,000 abstracts provided to requestors.

CHAPTER II

CURRENT AND CONTINUING ISSUES IN ADOLESCENCE

Introduction

In the last five years significant attention has been directed toward the field of adolescence in both research and policy. A number of commissions have been convened, and their recommendations have been presented before local and Federal agencies, service organizations, and within many fields of scholarship. Since the Interagency Panel has an on-going interest in these issues, last year's Annual Report set aside a section to outline the characteristics which these recommendations had in common. Four of the more prominent sources were included: Macleod, Growing Up in America; National Commission for the Reform of Secondary Education, Reform of Secondary Education; Report of the White House Conference on Youth; and the Panel on Youth, Youth: Transition to Adulthood.¹

Briefly, there are two levels on which common features might be identified: the tone of the discussion, or the implications for policy of the arguments. The first was analyzed in the Annual Report of last year; the second was not. With respect to their tone there seemed to be four common features which differentiated recent recommendations from those of the early 1960's. First, as reported last year, there seems now less tendency to direct attention solely toward the materially disadvantaged. Second, the issue of family styles is treated realistically for there is less regret concerning the passage of the extended family. Third, due to the toll taken by over-expectations in the early 1960's, recent recommendations show less propensity to justify innovation in terms of monetary returns.

¹ A. Macleod, Growing Up in America--A Background to Contemporary Drug Abuse (Washington, D.C.: National Institute of Mental Health, 1973); National Commission for Reform of Secondary Education, Reform of Secondary Education (New York: McGraw-Hill, 1973); Report of the White House Conference on Youth, 1971, Estes Park, Colorado (Washington, D.C.: United States Government Printing Office, 1971); The Panel on Youth of the President's Science Advisory Committee, Youth: Transition to Adulthood (Washington, D.C.: United States Government Printing Office, 1973).

Fourth, also in very marked contrast to previous trends, it has been seriously suggested that rather than be expanded the role of the school be restricted to what it is believed to do better and more efficiently than other institutions: the transferral of academic skills and ideas.²

This year's Annual Report will discuss the second level of common issues: the possible policy implications of the arguments. But particularly the discussion will focus upon those arguments which have elicited the most public reaction over the past year. Among government representatives and scholars alike, the most well-known arguments have stemmed from the Report to the President of the Panel on Youth--sometimes referred to as the "Second Coleman Report" because of the panel's chairmanship by James S. Coleman. The report of this panel³ (hereafter referred to as the POY Report), made recommendations for policy in six areas: (1) the structure of the high school; (2) alterations of activity between part-time work and part-time schooling; (3) residential youth communities; (4) legal structures which prevent youth from taking advantage of opportunities, e.g., minimum wages; (5) the use of vouchers for further education after age 16; and (6) Federally-funded public service programs. Within these six areas, the one overall argument which has received the most attention is the following: that youth should be provided with alternatives to cognitive training in schools, and that psychologically essential to the transition-to-adulthood period is their participation in work and other social contexts.

² See: Toward Interagency Coordination: An Overview of FY '74 Research and Development Activities Relating to Adolescence, December, 1974, pp. 29-41.

³ The following were members of the Panel on Youth: John M. Mays, now a Science Advisor with the National Institute of Education, Zahava Blum Doering (Research Staff), now a consultant to the Rand Corporation, Norman B. Ryder of the Office of Population Research at Princeton University, Joseph F. Kett, Department of History, University of Virginia, Zvi Griliches, Department of Economics, Harvard University, Dorothy H. Eichorn, Child Study Center, University of California at Berkeley, John B. Davis, Superintendent of Schools in Minneapolis, Minnesota, Burton R. Clark, Department of Sociology, Yale University, Robert H. Bremner, Department of History, Ohio State University, and James S. Coleman (Chairman), Department of Sociology, University of Chicago.

So widely has this particular argument for youth participation been disseminated in the past year, that a substantial variety of criticisms have emerged in the academic literature. These criticisms take issue with the POY Report's intentions, procedures, participants, as well as its recommendations. But what appears below is a summary of the criticisms particularly to the POY Report's youth participation recommendations.

Section 1: Work Roles: Leading the Bored
to Further Boredom

The recommendations of participatory roles for young people has led the Panel on Youth Report (POY Report) directly into the battles over assumptions, practices, and effects usually reserved for vocational education, technical education, career education and work/study programs.⁴ In one way or another each portends to transport pupils into work or work-simulated experience accompanied by assurances of stimulation to ambition, attainment of technical skills and experience in occupational decision-making.

To Hall (1974), however, the work experience idea has become so popularized that for the POY Report to jump on the same pedagogical bandwagon simply "boggles the mind." In the first place, Hall says, the workplace is boring. As he puts it: "the evidence is that people do not work because they enjoy it or because it is meaningful. Alienation and dissatisfaction in work is not simply occurring among blue-collar workers and

⁴For example, the criticisms of career education often contain the same objections as do critiques of the POY Report. See: Anthony La Duca and Lawrence J. Barnett, "Career Education: Program on a White Horse," New York University Education Quarterly (Spring, 1974), 6-12; T.H. Fitzgerald, "Career Education: An Error Whose Time Has Come," School Review (November, 1973), 91-105; Garth L. Mangrem and John Walsh, "A Decade of Manpower Training," Manpower (April, 1973), 20-26; David Rogers, "Vocational and Career Education: A Critique and Some New Directions," Teachers College Record 74 (May, 1973), 471-511; Robert J. Nash and Russell M. Ayne, "Career Education--The Final Impoverishment of Learning," Peabody Journal of Education (April, 1973), 245-54; Peter S. Barth, "An Economist's View of Career Education," The Cutting Edge 6 (Fall, 1974), 9-15; James Hitchcock, "The New Vocationalism," Change (April, 1973), 46-50; Sidney Hook, "John Dewey and His Betrayers," Change (November, 1971), 22-26; Lee Sproull, "Career Education Boondoggles," Learning (October, 1973), 38-41; and W. Norton Grubb and Marvin Lazerman, "Rally Round the Workplace: Continuities and Fallacies in Career Education," Harvard Education Review 45 (November, 1975), 451-75.

low-level white collar workers. It is also happening to semi-professionals and professionals" (Hall, 1974, p. 136). In their criticism of the POY Report, Stout and Browne (1970) agree. They say that "most jobs in an industrial society are hard and tedious and are not inherently satisfying ... jobs tend to require little learning, provide few chances for intellectual stimulation, and are not linked to other jobs in a career ladder." According to many critics, the question of participatory work experience eventually boils down to asking what profit pupils could really have after the workplace has been stripped of all the fantasy which surrounds its discussion in the POY Report and in much of the educational literature generally. Say Behn et al., "In contrast to the (POY) Report's romantic descriptions of work-as-an-outlet for idealistic, creative, and constructive impulses--evaluations of work in our society have found it to be alienating, dehumanizing, and violent to the spirit as well as to the body (Behn et al., 1974, p. 53). Fitzgerald's comment is even more clear.

... at the threshold of thought and hope they (the POY) may recall images of the busy tradesman, the honest craftsman, the sturdy yeoman.... Desirable as association with the best adults might be, the actual situation for many youths will more often be working among employees in the lowest ranks of organizations. From dulled clerks and sullen navvies our young people can learn ways of spreading the work, soldiering, and getting by. Certain adolescents already exhibit an unattractive deviousness and grudging compliance, as do adults who find themselves in an indentured service which will not tolerate open defiance or escape. Such traits have survival value, of course, but we should not cultivate them further by providing opportunities for reinforcement modeling. (Fitzgerald, 1974, p. 30).

But that is not all. A second objection to the POY Report suggestion of placing young people in work roles, aside from massive cost and logistical problems, is that it must eventually deal with the realities of economics and political disquietude emanating from the workers' perception of "kids" competing for opportunities in a time of employment scarcity (Fitzgerald, 1974, p. 31).⁵ A third objection is yet more serious, for it

⁵ However Fitzgerald inadvertently provided one solution when he said: "So what remains? Work that no one (or no group in the community) values enough to pay for, or work that no one else wants to do, either because of the nature of the work or because it pays so poorly" (Fitzgerald, 1974, p. 31). Admittedly, work of this particular sort would be a small portion of the work envisioned by say career educationalists; nevertheless, hard work may also be the best work experience. To advocate it, however, one

involves the issue of educational equality--a subject which has been of special interest to the POY's chairman. One long-standing criticism of work experience is its similarity in rationale to the British "modern school" movement.⁶ Conceived originally to develop the knowledge and skills necessary to pursue "life careers," the modern school later was viewed as just another tracking mechanism. Thus, classic sociological objections to the assumptions about vocational schools are clearly relevant to the POY Report.⁷ As Stout and Browne put it, what is to prevent lower or working class parents from feeling "that their children are being relegated to the very life experiences they are trying to escape ... [since] they believe schooling is the route to upward mobility, they must also believe their opportunities will be reduced and that they are being forced into a dead-end detour" (Stout and Browne, 1974, p. 120). And with respect to upper- and middle-class parents, hostility to work experience is more predictable yet, for where is the evidence to convince them that learning what a shoe salesman or a plumber does during the day will improve their performance on the Scholastic Aptitude Tests? (Stout and Browne, 1974, p. 121). Lastly, as Trow points out, is it not true that diversity implies inequality, at least in terms of institutional prestige and status? And what does one do when alternative socializing environments attract differing racial and economic groups disproportionately? As he asserts, "All choices by young people do not offer the

must accept the premise that work experience to be based upon value other than the adolescent being the sole beneficiary. An alternative rationale, that this work is necessary for the local community, the group, the organization, or the family to which the child belongs, outlined distinctively by Francis Schrag (forthcoming, p. 18), is discussed within the section below entitled "Obligations and Responsibilities."

⁶ See for example: James O'Toole, The Reserve Army of the Underemployed, (Washington, D.C.: Office of Education, Monographs on Career Education [n.d.], p. 16).

⁷ Still the best work on the subject is now a decade old. See: Philip Foster, "The Vocational School Fallacy in Development Planning," in Education and Economic Development, edited by C. Arnold Anderson and Mary Jean Bowman (Chicago: Aldine Publishing Company, 1966).

same opportunities and advantages for the future, and thus diversity of environments for youth, when they make for clearly unequal life chances (even as a result of the free choice of their participants), comes to be seen as the source of inequalities of achievement between groups and thus terribly vulnerable to egalitarian attack" (Trow, 1974, p. 21).⁸

But it should come as no surprise, on the other hand, to note that Coleman's response to Trow is to agree with him. "This is a question, he says,

to be addressed quite generally in social policy, but as Trow points out, it has particular relevance for institutions designed for youth ... Trow raises questions such as these; upon their answer depends, I believe, the future of a humane society, with the richness of satisfaction that diversity of taste and choice allows." (Coleman, 1974, p. 142).

Discussion and Summary

One strategy to consider might be to encourage more candor with youth about various contradictions. For example, pupils might improve their choices in career-decision-making by learning what negative consequences could result from any given decision. From this point of view then, instead of broadening occupational options as is held for on-the-job-training, participatory experience in the work place might be better justified by widening the knowledge of social, financial, and mobility consequences resulting from particular occupations with which youth receive experience.

Section 2: Missing: Economic and Ethnic Subcultures

A major objection to the Panel on Youth's report is that it has no chapter or section dealing with the special problems of black adolescents; nor with Chicano, or Native, or Italian, or Jewish Americans. There is no

⁸In response to Trow's concern over who should participate and in what amount, one might bear in mind that no perfect consensus exists over how to resolve the contradiction between a policy for equality and a policy for efficiency (Anderson and Bowman, 1968; Heyneman, 1975; and Dobson, 1975).

singling-out of adolescence as it varies between families whose income and status derive from a stevedore, a farm laborer, or college president; nor is there special attention devoted to differing experiences of maturation in a single parent, divorced, farm, suburban, or highrise apartment environment.

Say Behn, Carnoy et al., "The Report ignores social class differences in socialization" and gives "the impression that all young adults share identical environments" (Behn et al., 1974, pp. 50-51). Says Hall: "The Report excludes from its analysis of youth the effects of sex, class, race, and ethnicity. We are given the impression that all young people are white, middle- or upper-class males going to or graduating from college" (Hall, 1974, p. 126). Complains Trow:

[It] deals with the age group 14-24, while it sometimes makes distinctions between older and younger segments of the 'youth' population, it almost never makes any further internal distinctions within this broad age category. The observations about youth are for the most part broad and sweeping, and they make no distinctions between middle- and working-class youth, between rural and urban youth, between black and white youth. (Hall, 1974, p. 126).

Discussion and Summary

In response a question could be raised as to which subcategories the critics would insist be included--and which excluded. And by what criterion might one include some and not others? Should a discussion of each socio-economic and all conceivable ethnic categories be required even if the empirical evidence is equivocal that there are clean-cut differences in child rearing patterns? Should distinctions be made between children of differing SES categories and children of differing social classes?⁹

⁹ The differences between class and social status have long been a subject of substantive theoretical discussion and empirical measurement. See for example: Weber, 1946; Lenski, 1954; and more recently, Schneider, 1975; Lehman and Lehman, 1975; and Heyneman, 1975.

It is important to remind ourselves that omission is not identical to neglect. The POY Report approaches the subject of adolescence with an emotional intimacy demonstrating real concern and yet a cultural distance which is anthropological. Its emphasis remains on experiences which seem to be common among young people being raised in the United States during this particular period in history. The absence of SES and ethnic divisions does not seem an effort to ignore sub-distinctions, but an exploration of whether there is any universal experience at all.

Parallel to recent moves in the field of psychology to steer away from deficit models and reach some understanding of what constitutes "normal" development (Offer and Offer, 1975; Smith, 1972), the POY Report asks the following questions: (1) whether or not there is an underlying institutional experience for all youth; (2) whether that common institutional experience is sufficient for providing optimal development; and (3) whether there is some additional and/or divergent experience to be encouraged which could provide an improvement. "Our report," replies the POY's chairman,

is based upon a perspective about the settings in which youth find themselves in modern society. That perspective is, in brief, that certain institutions outside the school which once served extensive socialization functions for youth now are much less able to do so Schooling, once an auxiliary institution to these others, has expanded to fill the vacuum. The result is an ever-lengthening period of life during which young people are physically mature but unnecessary to the economic functioning of the family and the society, and kept as dependents to train for self-improvement in school. It appeared to us that, although this trend was far from uniform for all youth, it is increasingly coming to be so, and that this should lead to an examination of the emerging institutionalization of youth. The trends appeared to us self-evident, and the utility of such an examination appeared self-evident as well. (Coleman, 1974, p. 139).

True, a summary report on a subject as broad as the transition to adulthood needs to consider the effects of experience within many subcategories of population. But it need not excuse itself for believing that the experience of adolescence, especially with respect to schooling, has elements in common. In short, the burden rests on the critics to prove that there is no common element; it is insufficient to argue simply that no youth subpopulations were chosen for special sections within the report--not

having done so is obvious to a reader of only the table of contents. The question which remains is this: If the perspective to which the Chairman refers is not universal, the appropriate critique should contain information as to how, and to which groups it does apply, and why. Until evidence of this nature is forthcoming, it would appear that the POY Report cannot legitimately be taken to task for this particular criticism.

Section 3: The School's Role:
A Question of Misinterpretation

There has been no objection to two of the POY Report's assertions: that the length of time in school for the average child is longer today than ever before, and that the proportion of an age cohort in school has increased correspondingly. But the assumption that this extended school experience therefore hinders the transition to adulthood stirs-up very considerable disagreement. For example, the POY Report is accused of attributing more socialization weight to the school than the institution deserves. As an ex-president of the National Education Association representing the teaching profession, Wise remarks that teachers "take issue with the report's premise that psychological characteristics of youth today are largely shaped by the schools and the student role occupied by youth people for a large part of their youth. This introverted conclusion overlooks the influence of society, government, and mass communication" (Wise, 1974, p. 116). Behn et al, concur:

While the report defines the socialization effects of schools and work in exceedingly narrow ways, we will argue that the socialization literature does not support that conclusion. In contrast, virtually all agencies of socialization including family, school, community, media, and work contribute to the formation of attitudes, values, skills, and knowledge required for work Any reading of the socialization literature tends to conflict with the extreme isolation of institutional roles reflected in the report. To the contrary, all agencies of socialization overlap in their mission to transmit the culture. Surveys of the literature on socialization of the young to occupational roles show links between family interactions, peer influences, schooling experiences, and occupational experiences on the one hand and work roles on the other In our view

there is little support for the narrow stance that school and work perform narrow socialization roles and that other institutions are not important at all." (Behn et al., 1974, pp. 51-52).

Dreeben a colleague of the Panel on Youth's chairman at the University of Chicago, also takes the report to task for simplistic thinking on the subject of socialization. As he puts it, "The notion that families of orientation cease to be important during the 14-24 period of their children's development, and that they are indifferent to questions of taking responsibility for others and self-management, strikes me as nonsense. Schools are not the only important institution in the firmament ..." (Dreeben, 1974, pp. 44-45).

Objections have been raised to the POY Report's presumption that pupils operate solely in the passive mode and that schools do little to encourage self-sufficiency. For example, the Report states that schools "do not provide extensive opportunity for managing one's affairs, they seldom encourage intense concentration on a single activity, and they are inappropriate settings for nearly all objectives involving responsibilities that affect others" (Coleman et al., 1973, p. 146). To this Wise replies: "schools have focused on helping youngsters acquire skills, but they have not done so to the exclusion of 'objectives relating to responsibilities affecting other persons.' Any good institution pursues and achieves a wide range of goals ..." (Wise, 1974, p. 115). Dreeben is no less direct. "It is a gross over-simplification," he says, "to regard schools as institutions devoid of all opportunities for action and experience save of being taught. In fact, I suspect it would be virtually impossible to design an institution capable of providing only one experience" (Dreeben, 1974, p. 45).

Additional objections to the manner in which the POY Report conceives the transition to adulthood period gives rise to charges of naivete in yet another direction. Where is the evidence, some critics argue, that today's youth are any more or any less adequately socialized for

adult roles under present arrangements?¹⁰ Can one assume, as the POY Report does, that the two truisms about longer and wider schooling in industrial society lead directly to age segregation, and in turn, to inadequate socialization? "The Report," say Behn et al., "does not even attempt to document the overriding presumption that youth are growing up to be less competent adults today than they were in the past" (Behn et al., 1974, p. 50). In agreement Dreeben says

The third straw man is the pervasive and tacit assumption, running through the Panel's discussion of issues and presentation of alternatives, that there is something wrong with the way youth now makes the transition to adulthood. Indeed, this may be a correct assumption; the problem with it is that it remains tacit. For if there is one point about which the Panel might have sought empirical evidence, even if sketchy or indirect, it is whether present arrangements--based on the preemption of youth by schooling and the segregation of youth from those different in age--impede maturity, exact undue psychological costs, narrow perspectives, and create the incapacities that the Panel would have us believe its proposed alternative might restore. Without this crucial evidence, the Panel's argument crumbles, and its recommendations become little more than interesting talking points. (Dreeben, 1974, pp. 45-46).

Moreover, some critics can even point to empirical evidence which supports the charge of POY Report naivete. Within the abundant U.S. labor market statistics is the fact that, far from being isolated in the role of "studenthood," very significant proportions of young people already play additional roles as workers. As Dreeben points out, using the POY Report's own demographic statistics (POY, 1973, pp. 54-56), "among those 14-17 years old, over 300 per 1,000 enrolled in school are members of

¹⁰One intriguing demographic argument opposite to the POY Report was advanced at a recent sociological conference. It held that when one defines the transition(s) to adulthood as passing through the five stages of leaving school, entering the work force, departing from the family of origin, marriage, and establishing a household, then the time period it takes to pass through adolescence instead of increasing since the industrial revolution, in fact has decreased markedly. Thus today's youth might assume adult responsibilities earlier than they once did. See: John Modell, Frank F. Furstenberg, Jr., and Theodore Hersberg, "Social Change and Life Course Development in Historical Perspective," a paper presented to the Annual Meeting of the American Sociological Association, San Francisco, August, 1975.

the labor force; as age increases, the proportion of young people in school who are also at work increases monotonically; over 600 per 1,000 of those aged 22-24 are employed Society has apparently decided that for large numbers of young people, school and work are not incompatible" (Dreeben, 1974, p. 43). In point of fact, it is probable that higher proportions of students in the United States are already employed in the work force than is the case among youth within other industrialized societies.

Furthermore, the critics ask, what might the response be of those thousands and thousands of young people currently engaged in the work force, after being told by the well-meaning advocates of work experience that for purposes of their personal growth they need to spend additional time away from school to experience work roles? Stout and Browne say that their most likely response will be to demand wages for this "experience." Many of those who are working after school "are doing so to save and pay for college tuitions so they can avoid having to spend the rest of their lives doing the kind of work available to them after school" (Stout and Browne, 1974, pp. 121-122). According to the critics, the dangers come when the pedagogues assume ignorance of labor market realities on the part of pupils. This may or may not be true given varying environments, but the critics argue that there is, as yet, little hard evidence to suggest that work curricula or even work experience leads to higher monetary returns than does exposure to academic skills. Lastly they like to point to the tendency among those calling for educational "alternatives" to neglect the distinction between work preparation and job availability over a lifetime.

Discussion and Summary

Dreeben's point is well taken. Pupils already work. The POY Report is short on evidence of inadequate socialization and even shorter on evidence which could pinpoint the effects of segregation by age. But what Dreeben as well as other critics miss is potentially the most revolutionary of the POY schooling recommendations. It certainly doesn't lie in age

segregation. Nor does it lie in recommending work experience. The point is what to do about the process which has hoisted the plethora of non-cognitive functions onto the school: the teaching of driver's education, a boggling array of sports, metal shop, environmental, ethnic, career and sex education, all taking place under one institutional roof commonly accommodating several thousands of adolescents at a given time. The members of the POY suggest, and there is sufficient evidence to take them seriously, that: (1) the school's most efficient function is the transfer of academic skills; (2) that the school itself should be honed down and expected to do primarily what it does best; while (3) other experimental institutions be developed to specialize in whatever local variety of non-cognitive experience the parent and child wish to negotiate with the help of vouchers. One by-product might be the opportunity to have smaller public schools, which are, by all agreement, nicer places to be.¹¹ Thus the expectations attributable to the "school" could become consistent with what it does best. To this implication of the POY Report, so at variance today with most other recommendations for adolescence, no critic has yet spoken.

Section 4: Assumptions and Recommendations:
An Unbalanced Scale in Favor of Youth Rights
and in Neglect of Youth Responsibilities

Since its 20th Century inception, the study of adolescence has generated substantial argument on the subject of youthful rights and privileges. Originally established to insure absolution, the juvenile justice system recently has undergone court-mandated reforms which in addition would assure juveniles of the legal rights available to adults (Beaser, 1975). By law the young have been promised the privilege of

¹¹ There also may be evidence that smaller schools, even in volatile neighborhoods, could be less conducive to criminal behavior. See: James M. McPartland and Edward L. McDill, "Research on Crime in the Schools," Center for the Social Organization of Schools, Johns Hopkins University, 1975 (mimeographed).

attending school for twelve years free of charge,¹² and protection against exploitive employment. Recently the educational experience has been modified so that youth could play a role in choosing their own curricula. The POY Report reflects an extension of these concerns, and recommends that youths be assured a variety of many other experiences as well.

In reaction, some critics have argued that the scale of these concerns is unbalanced; that following precedent from civil rights movements, the Panel On Youth mistakenly conceives youth as an under-privileged "class" of citizens in much the same manner as other commissions have viewed problems pertaining to blacks and other ethnic minorities, women, and the impoverished. Trow, for example, cautions readers of the POY Report in the following manner:

readers may want to look more closely at the 'youth culture' that the essays discuss with the same cool, unromantic eye that characterizes much of the report. For example, the authors note that 'youth are a subordinate nation'; there is 'an essential similarity between youth's position relative to adults today, and the position of Negroes in relation to whites described in the 1940's' (p. 118). Surely this is overdrawn and misleading, one of the rare instances in the report in which the ideology of youth which is properly the object of analysis, affects the tone of the analysis. (Trow, 1974, p. 19).

But Trow's caution appears halcyon next to the implications of Baumrind's argument. In essence, she lays down an intellectual gauntlet which would deny the extension of identical adult rights and privileges to non-adult populations. Following praise for advancing women's equality, she remarks that "the social movement in the United States that has as its praiseworthy objective to grant more power to powerless persons has been expanded without reason or logic to include dependent children" (Baumrind, 1974, p. 79). Instead of giving credence to the juvenile rights which sanction positively the "narcissistic, selfish aspect of adolescent development," the Panel on Youth, she implies, would have been better to reiterate the concurrent need which juveniles have for direction, structure, and even "adverse stimuli."

¹²Perhaps one needs to remind oneself how recent a luxury this is and how few are the number of societies which even today can afford it.

Reacting to the Panel On Youth and other recommendations for youth participation, Baumrind is one of several scholars who believe that there has been an over-emphasis on what ought to be provided for adolescents in neglect of what ought to be forthcoming from them. In her view this can have disastrous effects. In fact she says that:

We actively reinforce the antisocial choices of disadvantaged or affluent youth by providing free clinics, runaway centers, and counterculture high schools. Within the high school, student obligations (not the least of which is the obligation not to injure others or extort money) should be clearly stated and rigorously enforced. Crimes committed within the high school setting should be punished just as rigorously as crimes committed within any other setting. The tendency of many school officials to look the other way when crimes are committed by either minority or under-privileged youth has the effect of positively sanctioning unacceptable aggression.

Youth is the appropriate time for the individual to learn how to adjust to the fact that options are finite. One's actions bring about predictable alterations in future options. During childhood, parents protect children from the natural consequences of their actions by functioning as buffers and preventing premature foreclosure of opportunities for later action. Affluent parents can and do intervene if the child's future options are jeopardized by school or juvenile authorities even if the child "deserves" the punishment he might otherwise receive. Adults who continue to protect the youth in this way or to reward into late adolescence his egoistic, antisocial, irrational side prolong unduly his period of childhood omnipotence. The effort on the part of many "liberated" adults and communities to provide adolescents with a plethora of unreal options effectively neutralizes the efforts of other adults who would require of youth that they reciprocate for services received with something of value and that while dependent upon their elders for support and sustenance they adjust to their idiosyncrasies and limitations. Adults have the responsibility to provide a youth not with a multitude of pseudopossibilities but rather with genuine choices among a few good options. (Baumrind, 1974, p. 81).

But Baumrind's point of view is not hers alone. Aside from a number of supporting arguments appearing in the popular press,¹³ similar concerns

¹³See for example: Midge Decter, "What Has Gone Wrong With The Children," The Washington Post, July 13, 1975, p. C1; Margot Hentoff, "The Ungreening Of Our Children," Newsweek, May 12, 1975; George F. Will, "Patty's Saga: Rebellion or Mere Tantrum"? The Washington Post, September 22, 1975; and "Dear Abby" in The Washington Post, September 20, 1975.

were expressed in the Kettering Foundation's recent recommendations for the reform of secondary education.¹⁴ After reviewing a wide sample of school publications dealing with student rights and responsibilities, the commission found that "about 99 percent of the content of these documents deals with student rights and less than one percent with responsibilities" (Report of the Task Force '74, 1975, p. 46). In response, the commission laid out a list of what it feels is needed: the responsibility for all adolescents to protect the constitutional rights of others, to obey "reasonable" rules and regulations established by the board of education and implemented by school administrations, to refrain from "libel, slanderous remarks, and obscenity in verbal and written expression," and to "undertake a social commitment" (Report of the Task Force '74, 1975, pp. 43-51).

An Intermediate Legal Status for Adolescence

Reacting to the POY Report, Schrag comments that the "authors of the report are conscious of the deleterious constraints which minority status¹⁵ places upon youth though they are justifiably unwilling to accord adolescents full adult status." What will be needed, he says, "is a recognition by all age groups, children, adolescents, and adults that those between say ages fifteen and eighteen are no longer children nor yet adults" (Schrag, forthcoming, p. 17). In response he argues for a "legally defined status between the two" in which the semi-adults could participate politically (e.g., vote and run for certain offices) and affect those elected officials whose decisions have the greatest impact on

¹⁴See: The National Commission on the Reform of Secondary Education, The Reform of Secondary Education (New York: McGraw-Hill, 1973); and The Report of the Task Force '74 established by the Charles F. Kettering Foundation, The Adolescent, Other Citizens, and Their High Schools (New York: McGraw-Hill, 1975).

¹⁵Schrag's use of the term "minority" here is a synonym for non-adult; adult status therefore implies "majority" status.

their own lives, such as "members of local boards of education, state superintendents of public instruction, justices of the juvenile court, and, of course, those officials whose task it would be to administer the new institutions relating to youth." In addition, that young adults "be elected or appointed to serve as advisors and consultants to the juvenile court and all other institutions dealing with juvenile problems" (Schrag, forthcoming, pp. 19-20).¹⁶

But unlike others, Schrag balances his argument for more youth participation privileges with the suggestion that youth take on obligations of service to the community. He says that youth should

have the responsibility of devoting a certain minimum number of hours a week or a month to such public service work ... among the many service oriented sectors where the demand for personnel far exceed the supply, in nursing homes and homes for the aged, or orphanages, hospitals, day-care centers, etc. (Schrag, forthcoming, p. 18).

Though the POY discussion illustrated the benefits accruing from youth obligations in the context of Israel's kibbutzim, it stopped short of recommending a public service for youth. But one or two of the report's critics take it a step further and treat it as a serious suggestion, especially when implemented on the local level.¹⁷ At the Federal level, the Interagency Panel for Research and Development on Adolescence, as in the past, will closely observe all research activity affecting youth, and among the professionals all of whom have a stake in the same central question: How should we raise our young people given the constraints and complexities of an industrial society?

¹⁶ One additional criticism of the POY Report, made by Hall (1974, p. 125), was that no youth even served on the Panel itself, nor is there any evidence of any youth's testimony in any of the Panel's meetings.

¹⁷ A symposium on the topic of adolescent responsibilities and obligations is scheduled to be held at the 1976 Annual Meeting of the American Educational Research Association.

CHAPTER III

PATTERNS OF FEDERAL RESEARCH IN FY '75

Section 1: Research Efforts on Both Children and Youth

In FY '75 the Federal government (see Figure 4) allocated approximately \$359,129,300 for the study of children and youth,¹ and sponsored 3,498 independent projects.

As illustrated by Table 1, the most active of the 23 sponsoring agencies in both numbers of projects (N=602) and amount of resources (\$124.7 million) was the Bureau of School Systems within the Office of Education. Its activity accounted for 17.2 percent of all Federal research and development projects and 34.7 percent of all research and development funds on non-adults.² This is noted in Table 1 which portrays each agency's FY '75

¹These figures are derived from the work of research assistants of the Interagency Panel who enter each of the 23 agencies and look at every funded research proposal. Naturally the level of focus upon children or youth varies between agencies according to their legislative research mandate and according to the definitions of who exactly fits into which age range. For example, the Departments of Labor and Agriculture focus upon problems which primarily affect adults; the Office of Child Development and the Office of Youth Development upon problems of non-adults. The purpose of the two Interagency Panels has not been to gather information on all of the activities of these Federal agencies, but to collect a summary of only that portion of their research activities which affects children or youth. However the specific definitions of these age ranges differ slightly. NIMH, NIDA, and NIAAA define adolescents as children between the ages of 12 and 25. NICHD defines them as those between the ages of 9 and 21; OYD and OCD define their "youth" as those falling between ages 10 and 17. And whereas OE, NIE and ACTION include those of undergraduate college ages, other agencies such as SRS, NINDS, BCHS, and USDA refer to the age range simply as "adolescents," "youth" or "young people" without age specification. Nevertheless, these alternative definitions should not be attributed to interagency inconsistency but to very different agency mandates.

²The figures from the Bureau of School Systems are derived from five smaller but no less important sub-sections. These were the Division of Plans and Supplementary Centers (93 projects and \$5.9 million), Follow-Through (152 projects and \$42.6 million), Bilingual Education (334 projects and \$68.8 million), Educational Technology (4 projects and \$6.7 million), and Environmental Education (19 projects and \$.6 million).

research activity with respect to children and youth together. Outside of the Office of Education, the most active agencies were NIMH (548 projects), NIE (405 projects), NICHD (334 projects), OCD (156 projects), and NINCDS (with 110 projects). A list of these acronyms can be located in Figure 4. Besides the number of projects sponsored by each Federal agency, Table 1 displays the proportion of all Federal research on non-adults for which that number accounts, the amount of research funding of each agency and lastly, the proportion of the total funding accounted for by each agency's activity.

Project Characteristics

Table 2 displays three predominant project characteristics for FY '75: Categories of Funding, Research Purposes, and Methodological Approaches. For each, four descriptive statistics are computed: (1) the percentage of the total 3,498 projects falling into a particular category; (2) the percentage change in (N) between FY '75 and FY '74 Annual Report of last year;³ (3) the percentage of the total \$359.1 million in research funds falling into a particular category; and (4) the percentage change in (\$) between the FY '75 and FY '74 Annual Reports.

For example, between the various funding arrangements, the first, a purchase order or interagency "agreement," comprised 2.9 percent of all funding arrangements and two-tenths of one percent of all funds. The three types of contractual agreements accounted for 13.4 percent of all funding arrangements and 24 percent of all funds. In addition one can see that the number of contracts increased by 12.7 percent and the amount of contract funded by 25.6 percent between FY '74 and FY '75. Among funding arrangements, the most frequently utilized was the "competitive grant." This was the form used in 60 percent of all projects and under which 50 percent of all funds were disbursed.

Among Research Purposes the most common was that research used for "applied" purposes. In this context, applied could mean research which is

³ The percentage change in (N) or (\$) was decided upon as a more consistently helpful figure than the percentage change in percentage, though either could be useful in particular circumstances.

used for development, demonstration, replication or pilot projects. Applied research accounted for 62.2 percent of the 3,498 projects, its FY '75 N increasing by 12.3 percent over FY '74; it accounted for 76.6 percent of the \$359.1 million, its FY '75 \$ an increase of 20.3 percent over FY '74. Similar data are displayed for "Basic Research," "Evaluation Research," "Research Dissemination," and "Policy Research."

Among "Methodologies" the same potential for comparison is lacking due to the fact that none of the categories are mutually exclusive. Thus projects could mention the use of both observation and questionnaire techniques, or be longitudinal and a case study etc. Nevertheless despite the lack of exclusiveness it is instructive to note which of the methodologies are most commonly mentioned. By far the most popular seems to be a pre- and post-test design. The control group method was included in 38 percent of all projects affecting 49 percent of all project fundings. Specific tests were mentioned in over one-fourth the projects, interviews and questionnaires in 17 percent, longitudinal designs in 11.5 percent and observational approaches in 10.5 percent.

Primary Focus

In the Federal effort to understand and improve the lives of children and youth the largest portion of the effort is channeled through educational institutions. This is not a change from last year when 52.3 percent of the projects and 71.5 percent of the funds involved educational institutions.⁴ This year's proportions (53.3% and 72%) are approximately the same. Nevertheless the number of projects within educational institutions has increased by 14.4 percent, and the amount of funds by 19.1 percent. These are displayed in Table 3.

⁴See: Toward Interagency Coordination: An Overview of FY '74 Federal Research and Development Activities Relating to Adolescence, op. cit., p. 49.

From Table 3 it is also possible to gauge the pattern of research activity in the areas of physical development, cognitive development, the family, the neighborhood, health/welfare services, and juvenile justice services. Perhaps most noteworthy are the decreases in both funding and the number of projects among all areas of development: physical (-12.1% and -12.9%), cognitive (-8.4%), and socioemotional (-22.1% and -33.0%). Substantial decreases might also be noted for research on vocational/technical schools, preschools, and post-secondary schools. Significant increments, however, are evident for research on the family, social change, health/welfare services and in the area of juvenile justice institutions and services.

The Frequency of Tests and Measures

As mentioned in Chapter I Section 2, the Interagency Panels have maintained an interest in the tests and measures utilized in government research, and have sponsored an effort to understand the patterns of distribution and the frequency of test usage. Within the FY '74 project proposals which were analyzed for last year's Annual Report, a total of 514 test names were identified. Of these, 229 (43.8%) were located in one of ten bibliographic references.⁵ This shorter listing of 229 tests was then included as a part

⁵Anastasi, Anne, Psychological Testing Third Edition (New York: The Macmillan Company, 1968); Backer, Thomas E.; Comrey, Andrew L.; Glaser, Edward M., A Sourcebook for Mental Health Measures (Los Angeles: Human Interaction Institute, 1973); Bommarito, James W., and Johnson, Orval G., Tests and Measurements in Child Development: A Handbook (San Francisco: Jossey-Bass, Inc., 1971); Buros, Oscar Krisen, ed. The Sixth Mental Measurements Yearbook (Highland Park, New Jersey: The Gryphon Press, 1965); Buros, Oscar Krisen, ed. The Seventh Mental Measurements Yearbook Vol. I and II (Highland Park, New Jersey: The Gryphon Press, 1972); Hoepfner, Ralph; Nummedal, Susan G.; and Stern, Carolyn, eds. CSE-ECRC Preschool/Kindergarten Test Evaluations (Los Angeles: UCLA Graduate School of Education, 1971); Robinson, John P.; Rush, Jenold G.; and Head, Kendra B., Measures of Political Attitudes (Ann Arbor: Survey Research Center, Institute for Social Research, September, 1968); Robinson, John P.; Athanasion, Robert; and Head, Kendra B., Measures of Occupational Attitudes and Occupational Characteristics (Ann Arbor: Survey Research Center, Institute for Social Research, February, 1969); Robinson, John P. and Shaver, Philip R., Measures of Social Psychological Attitudes (Ann Arbor: Survey Research Center, Institute for Social Research, August, 1969); Walker, Deborah Klein, Socioemotional Measures for Preschool and Kindergarten Children: A Handbook (San Francisco: Jossey-Bass, Inc., 1973).

of the standard codebook for each research assistant who analyzed this year's FY '75 project proposals. The result is that some idea as to the frequency and distributional patterns of referenced tests in currently-sponsored projects can be displayed in the Panels' Annual Reports. Inclusion of other test names which did not appear referenced in FY '74 will be the subject for later analysis. What is noted below are the patterns of use for the present list, which is the subject of Tables 4 and 5.

Table 4 is an alphabetical list of each FY '74 referenced test or measure which was mentioned in FY '75 project proposals. The number to the right of the table is the frequency with which each was mentioned. The first title, the AAMD Adaptive Behavior Scale, for example, was mentioned in three FY '75 project proposals, the ABC Readiness Test in two, the Academic Promise Test in one, etc. The most frequently mentioned test battery was the Metropolitan Achievement Test (N=158); the second, the Peabody Picture Vocabulary Test (N=112), and the third, the Stanford Achievement Test (N=96).

In Table 5, the 229 referenced tests are categorized by areas of the research's primary focus. For example, the names of 93 referenced tests and measures appeared within research on child or adolescent development. These 93 were mentioned a total of 369 times. Thus some projects included many test names, others included none. In projects on the family, 24 titles were mentioned on 49 occasions, in projects on educational institutions, 148 titles on 1,395 occasions.

In addition, Table 5 contains two other figures. Besides the names of the 229 referenced tests listed in FY '74 research, for each project proposal it was noted whether there was any mention of any other test or measure title. Among projects on child or adolescent development 16.6 percent of the proposals mentioned the intention of using some test or measure. These were often developed by the principal investigator for specific purposes of the particular project. When the proposals which mentioned the 93 referenced tests are added to the 16.6 percent using other tests, then the total proportion which mentioned either referenced or "other" measures equaled 22.3 percent. For projects on socioemotional development the total proportion mentioning any test or measure was 34.6 percent. The highest proportion of project proposals intending to utilize tests or measures was in the area of elementary education (74.6%). The lowest proportions appeared in the areas of educational alternatives (5.9%), the "broader social environment (6.1%), and investigations of juvenile justice institutions (6.1%).

Figure 4

Agencies From Which The Data Are Derived

Department of Health, Education, and Welfare:

- (1) Assistant Secretary for Planning and Evaluation (ASPE)
- (2) Office of Youth Development (OYD)
- (3) National Institute of Child Health and Human Development (NICHD)
- (4) National Institute of Mental Health (NIMH)
- (5) National Institute of Drug Abuse (NIDA)
- (6) National Institute of Alcohol Abuse and Alcoholism (NIAAA)
- (7) National Institute of Neurological and Communicative Disorders and Stroke (NINCDS)
- (8) Bureau of Community Health Services (BCHS)
- (9) Social and Rehabilitation Services (SRS)
- (10) National Institute of Education (NIE)
- (11) Office of Child Development (OCD)
- (12) Rehabilitation Services Administration (RSA)

Office of Education:

- (13) Office of Planning, Budgeting and Evaluation (OPBE)
- (14) Bureau of Occupational and Adult Education (BOAE)
- (15) Bureau of Education for the Handicapped (BEH)
- (16) Office of Indian Education (OIE)
- (17) Right-To-Read Program
- (18) Bureau of School Systems (BSS)
- (19) Office of Career Education (OCE)
- (20) Department of Agriculture (USDA)
- (21) Department of Labor (DOL)
- (22) ACTION
- (23) Law Enforcement Assistance Agency, Department of Justice (LEAA)

Table 1
Total Federal Research Activity Involving Children
and Adolescents in FY '75 By Agency

Agency	Total Number of Projects on Children and Youth (N)	Percentage of Federal Projects (% N)	Total Amount of Money for Children and Youth (\$)	Percentage of Federal Funds (% \$)
DHEW				
ASPE	2	.1	12,039	-
OYD	7	.2	977,281	.3
NICHDA ^a	334	9.6	27,904,160	7.8
NIMH	548	15.7	21,364,021	6.0
NIDA	70	2.0	6,258,845	1.7
NIAAA	57	1.6	3,718,707	1.0
NINCDs	110	3.1	8,301,701	2.3
BCHS	90	2.6	5,592,135	1.6
SRS	12	.3	1,296,170	.4
NIE	405	11.6	46,645,301	13.0
OCID ^b	156	4.5	19,410,706	5.4
RSA	16	.5	105,306	.0
Office of Education:				
OPBE	27	.8	9,702,003	2.7
BOAE	173	4.9	7,584,867	2.1
BEH	361	10.3	45,965,442	12.8
OIE	141	4.0	11,646,921	3.2
Right-To-Read	172	4.9	2,311,921	.6
BSS	602	17.2	124,686,451	34.7
OCE	71	2.0	8,452,303	2.4
OE Total	1,547	44.2	210,349,908	58.6
USDA	93	2.7	739,678	.2
DOL	34	1.0	3,067,067	.9
ACTION	2	.1	12,400	.0
LEAA	15	.4	3,372,875	.9
TOTAL	3,498	100.0	359,128,300	100.0

^aRecently received data would adjust these figures to 335 projects and \$27,819,491.

^bThis does not include 43 projects involving \$9.7 million.

Table 2

Total Federal Research Activity Involving
Children and Adolescents in FY '75
By Project Characteristics

	Percentage of Federal Projects (N=3498)	Percentage Change in (N) between FY '74 and FY '75	Percentage of Federal Funds (\$= \$359,128,300)	Percentage Change in (\$) between FY '74 and FY '75
FUNDING ARRANGEMENT^a				
Agreement	2.9	c	.2	c
Contract	13.4	+12.7	24.2	+25.6
Competitive	8.8	c	15.9	c
8-A Minority	.1	c	.2	c
Sole Source	2.7	c	6.7	c
Grant	82.3	+8.4	75.6	+16.1
Competitive	60.4	c	50.2	c
Non Competitive	17.7	c	21.2	c
Intramural	1.4	+35.1	.2	+86.3
RESEARCH PURPOSES				
Basic Research	26.6	+16.9	12.9	+18.7
Applied Research	62.2	+12.3	76.6	+20.3
Evaluation	6.0	+31.6	6.5	+85.1
Research Dissemination	3.3	-32.1	2.7	-52.0
Policy Research	1.9	c	1.3	c
METHODOLOGIES^b				
Longitudinal	11.5	c	8.1	c
Pre-test, post-test design	38.3	c	49.2	c
Case Study	1.0	-76.7	1.0	-62.7
Multidisciplinary	3.2	c	4.0	c
Observation	10.5	-13.9	11.1	+14.6
Interview	16.9	+49.8	16.6	+81.4
Questionnaire	17.3	+32.1	20.0	+83.4
Survey	8.1	-17.7	8.0	+7.9
Referenced Test ^d	25.0	c	31.2	c
Non-referenced Test	24.7	c	27.8	c

^aEach project was placed in one funding category and in one research, development and evaluation category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^bThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

^cNo valid comparison possible.

^dFor a definition of "Referenced," see below under "The Frequency of Referenced Tests and Measures."

Table 3

Total Federal Research Activity Involving
Children Or Adolescents In FY '75
By Primary Project Focus

Primary Focus ^a	Percentage of Both Adolescence And Early Childhood Projects ^b	Percentage Change in (N) between FY '74 and FY '75	Percentage of Project Funds for Both Adolescence and Early Childhood Research ^c	Percentage Change in (\$) between FY '74 and FY '75
Development	24.4	- 3.4	12.1	-11.9
Physical Development	9.2	-12.1	6.2	-12.9
Cognitive Development	8.1	+ 1.4	2.8	- 8.4
Socioemotional Development	4.6	-22.1	1.3	-33.0
Family	3.3	+ 6.4	1.9	+36.1
Neighborhood	.4	+ 8.3	.1	-72.8
Social Change	1.9	+50.0	1.0	+24.3
Study of Research Methods	3.5	d	2.0	d
Health/Welfare Services	11.3	+23.4	9.7	+61.8
Educational Institutions	53.3	+14.4	72.0	+19.1
Special Education	9.1	c	12.2	c
Preschool	2.4	-45.8	1.5	-58.2
Elementary School	14.0	+12.2	22.5	+ 9.5
Secondary School	5.7	- 5.7	5.2	+28.3
Post-Secondary School	2.3	- 8.9	1.5	-55.6
Vocational/Technical Schools	.5	-84.4	.4	-89.9
Juvenile Justice Institutions or Services	1.9	+ 6.5	1.2	+21.9

^a All major categories mutually exclusive, and all subcategories within a major category are also mutually exclusive.

^b Total number of projects equals 3498.

^c Total amount of funds equals \$359,128,300.

^d No valid comparison possible.

Table 4

Selected Measures in Federal
Research on Children and Youth:
Frequency of Use

	Number of Projects Intending To Use Measure (FY '75)
AAMD Adaptive Behavior Scale	1
ABC Readiness Test	2
Academic Promise Test	1
Adjective Checklist	4
American College Testing Program Examination	1
Assessment of Children's Language Comprehension Test	1
Attitude Inventory	1
Barron's Ego Strength Scale	2
Bayley Scales of Infant Development	60
Bender-Gestalt Test	37
Bereiter-Englemann Preschool Evaluation Form	1
Bialer's Children's Locus of Control Scale	1
Boehm Test of Basic Concepts	35
Botel Reading Inventory	10
Brown IDS Self-Concept Reference Test	3
California Achievement Tests	79
California Basic Skills Test	39
California Personality Inventory	3
California Phonics Survey	1
California Preschool Social Competency Scale	2
California Psychological Inventory	7
California Short Form Test of Mental Maturity	2
California Test of Mental Maturity	11
California Test of Personality	9
Cattell Infant Intelligence Scale	17
Child Behavior Rating Scale	1
Children's Apperception Test	4
Children's Embedded Figures Test	8
Children's Personality Questionnaire	2
Classroom Behavior Inventory	1
Classroom Reading Inventory	1
Clymer-Barrett Prereading Battery	2
Cognitive Abilities Test	2
College and University Environment Scales	2
College Board Scholastic Aptitude Test	1
College English Placement Test	1
Comprehensive Tests of Basic Skills	54
Cooperative Preschool Inventory	1
Cooperative Primary Test	20
Cooperative Reading Comprehension and Math Tests	1
Cooperative School and College Ability Tests	1
Coopersmith Self-Esteem Inventory	17
Denver Developmental Screening Test	33
Detroit Tests of Learning Aptitude	4
Developmental Test of Visual-Motor Integration	4
Deveraux Adolescent Behavior Rating Scale	2
Deveraux Elementary School Behavior Rating Scale	4
Diagnostic Reading Scales	3
Draw-A-Person	20
Durrell Listening-Reading Series	11
Early Detection Inventory	1
Educational Development Series Test	1
French Pictorial Test of Intelligence	1
Gates-MacGinitie Reading Tests	49
Gates-MacGinitie Reading Tests: Readiness Skills	3
Gates-McKillop Reading Diagnostic Test	3
Gessell Developmental Tests	13
Gilmore Oral Reading Test	8
Goldman-Fristoe Test of Articulation	5
Goldman-Fristoe-Woodcock Test of Auditory Discrimination	3
Goodenough-Harris Drawing Test	5
Gough's Home Index Inventory	1
Graduate Record Examination	2
Gray Oral Reading Test	13

Table 4 (Continued)

	Number of Projects Intending To Use Measure (FY '75)
Halstead's Aphasia Screening Test	1
Harris Tests of Lateral Dominance	2
Hiskey-Nebraska Test of Learning Aptitude	3
Hooper Visual Organization Test	1
Hollingshead Scale	3
Houston Test for Language Development	2
How I See Myself	6
Illinois Test of Psycholinguistic Ability	45
Infant Behavior Record of the Bayley Scale	3
Intellectual Achievement Responsibility Questionnaire	12
Iowa Silent Reading Test	3
Iowa Tests of Educational Development	6
Iowa Tests of Basic Skills	59
Junior Eysenck Personality Inventory	1
Katz Adjustment Scales	1
Kent-Rosanoff Free Association Test	1
Kuhlman-Anderson Test	4
Language Facility Test	2
Language Modalities Test for Aphasia	1
Lee-Clark Reading Readiness Test	4
Leiter International Performance Scale	6
Lincoln-Osoretsky Test	2
Lorge-Thorndike Verbal Intelligence Test	10
Marianne Frostig Developmental Test of Visual Perception	12
Matching Familiar Figures Test	11
McGraw-Hill Basic Skills System	1
(MECHAM) Verbal Language Development Scales	2
Merrill-Palmer Scale of Mental Tests	3
Metropolitan Achievement Tests (MAT)	158
Metropolitan Readiness Tests	55
Minnesota Multiphasic Personality Inventory	20
Minnesota Preschool Scales	2
Minnesota Teacher Attitude Inventory	6
Minnesota Satisfaction Questionnaire	1
Missouri Children's Behavior Checklist	1
Mooney Problem Checklist	2
Multiple Affect Adjective Checklist	1
Murphy-Durrell Reading Readiness Analysis	4
Musical Aptitude Profile	1
Nelson Biology Test	1
Nelson Reading Test	4
Nowicki-Strickland Personal Reaction Survey	2
Nowicki-Strickland Version of Rotter's Scale	1
Ohio Vocational Interest Survey	3
Omnibus Personality Inventory	1
Opinion Attitude and Interest Inventory	1
Otis Lennon Mental Ability Test	14
Otis Quick-Scoring Mental Ability Test	3
Peabody Individual Achievement Test	11
Peabody Picture Vocabulary Test	112
Personal Orientation Inventory	3
Piers-Harris Children's Self-Concept Scale	14
Porch: Index of Communicative Ability	1
Porteus Maze Test	10
Preschool Attainment Record	4
Preschool Language Scale	2
Primary Academic Sentiment Scale	1
Psychiatric Status Schedules	2
Purdue Pegboard	2
Purdue Perceptual Motor Scale	3
Purdue Teacher Evaluation Scale	1
Purdue Teacher Opinionnaire	2
Raven's Intelligence Tests	1
Raven's Progressive Matrices	21
Reading Readiness Test	2
Reynell Developmental Language Scales	1
Rorschach	15
Rosenberg's Self-Esteem Scale	1
Rosenzweig Picture-Frustration	1
Rotter's Scale of Internality-Externality	4

Table 4 (Continued)

	Number of Projects Intending To Use Measure (FY '75)
Schaefer and Bell Parental Attitude Research Instrument	4
Scholastic Aptitude Test	5
School Motivation Analysis Test	2
School Readiness Survey	2
Screening Test of Academic Readiness	2
Self-Concept and Motivation Inventory (SCAMIN)	6
Sentence Completion Blank	6
Sequential Tests of Educational Progress	6
Short Form Test of Academic Aptitude	5
Sixteen Personality Factors Questionnaire	3
Slosson Drawing Coordination Test	1
Slosson Intelligence Test	26
Social Desirability Scale	1
Social Reaction Interview	2
Spiegelberger's STAI Scale	1
SRA Achievement Series	20
SRA Primary Mental Abilities	6
Stanford Achievement Test	96
Stanford-Binet Intelligence Scale	70
Stanford Diagnostic Arithmetic Test	6
Stanford Diagnostic Reading Test	18
Stanford Early School Achievement Test	14
Stanford Parent Questionnaire	2
Stern Activities Index	1
Student Attitude Inventory	1
Taylor's Manifest Anxiety Scale	3
Templin-Darley Tests of Articulation	4
Tennessee Self-Concept Scale	8
Tests of Adult Basic Education	1
Tests of Basic Experiences	50
Test on Understanding Science	1
Thematic Apperception Test	13
Thomas Self-Concept Values Test	6
Titmus Vision Tester	2
Torrance Tests of Creative Thinking	1
Utah Test of Language Development	2
Valett Developmental Survey of Basic Learning Abilities	2
Valett's Psychoeducational Inventory	1
Vane Kindergarten Test	2
Verbal Language Development Scale	1
Vineland Social Maturity Scale	31
Walker Problem Identification Checklist	2
Wechsler Adult Intelligence Scale	15
Wechsler-Bellevue Intelligence Test	5
Wechsler Intelligence Scale for Children	81
Wechsler Preschool & Primary Scale for Children	22
Wide Range Achievement Test	77
Wisconsin Tests of Reading Skill Development	7
Work Values Inventory	3

Table 5
Frequency of Referenced and Other Tests
Utilized in Federal Research on Children and Youth,
By Primary Research Focus

Primary Focus	Number of Referenced Tests	Frequency of Referenced Tests	Proportion of Proposals Men- tioning Other Measures (%)	Proportion of Proposals Mention- ing Either Refer- enced or Other Measures
Child or Adolescent Development	93	369	16.6	22.3
Physical	38	70	9.0	10.3
Cognitive	59	150	18.3	26.4
Socioemotional	43	83	25.9	34.6
The Family	24	49	32.8	37.9
Neighborhood or Community Env.	2	2	23.1	23.1
Broader Social Env.	3	3	4.5	6.1
Study of Research Methods	21	26	12.4	17.4
Health/Welfare Serv.	51	150	14.4	19.7
Day Care	5	8	19.1	23.8
Health Care	45	106	16.2	23.0
Protective/ Advocacy	10	11	5.9	8.8
Educational Inst.	148	1,395	32.3	45.4
Special Ed.	75	263	40.8	47.7
Early Childhood	29	56	36.1	49.4
Elementary	81	694	47.7	74.6
Secondary	41	89	25.0	38.0
Post-Secondary	12	12	14.5	15.9
Alternative	0	0	5.9	5.9
Juvenile Justice Institutions	3	3	4.6	6.1

Section 2: Patterns of Federal Research
On Adolescence In FY '75

In FY '75 the Federal government sponsored 2,343 projects which were intended to affect the age range of adolescence. This was approximately two-thirds of the total research and development effort on non-adults (N=3,498)⁶ and involved an expenditure of \$234,715,798. As was the case for all children, the single most visible agency was the Bureau of School Systems, whose components of Bilingual Education (250 projects and \$56.6 million), Division of Plans and Supplementary Services (49 projects and \$3.4 million), Educational Technology (3 projects and \$1.2 million) and Environmental Education (19 projects and \$.6 million) accounted for 13.7 percent of all adolescence research and 26.4 percent of all adolescence research funding in FY '75. (Table 6).

As was true for research on all children, the majority of adolescence research is arranged through competitive grants (62.9%) (Table 7). Approximately 11 percent was arranged through competitive contracts and four percent through sole source contracts. About thirty-nine percent of the adolescence projects were newly funded this year; therefore sixty-one percent were continuations of arrangements from previous years.

Primary Focus of Adolescence Research

Tables 8 and 9 separate FY '75 adolescence research by their "primary focus." Each project had been categorized according to the one subject area which best described it; a project was allowed to be coded into only one area, therefore each primary focus category is exclusive from every other. Table 8 concentrates upon the research focused primarily upon adolescent development: physical, cognitive and socioemotional. There were 112 projects on the problems of physical development in FY '75, comprising 4.7 percent of all

⁶The large percentage of adolescence projects does not imply a small percentage for early childhood because for the purposes of the Annual Report, the two overlap. Early childhood research involved 76 percent of all the projects while only 33 percent of the early childhood projects affected solely younger children and not older children as well.

2,343 adolescence research efforts. In turn, these 112 projects were an increase of 10.9 percent over the number for FY '74. They were sponsored by eleven Federal agencies. Furthermore, from the bottom half of Table 8 one can tell that of the 112 projects on physical development, 92 (82.1%) were for "basic" research purposes, accounting for 3.9 percent of all 2,343 of the adolescence projects. These 92 projects were a 67.3 percent increment over FY '74 and were funded by ten separate agencies. Over all categories of developmental research, the largest was "cognitive" of which there were 165 FY '75 projects, seven percent of all adolescence research, an increase of 26.9 percent of FY '74.

From Table 9 one can see that there were 66 adolescence projects primarily focused upon law enforcement and delinquency services, 291 on health/welfare services and 1,291 on educational institutions. Of these categories, law enforcement seems to have undergone the most significant increment since FY '74, for the number of efforts in that area has doubled.⁷ The area of widest sponsorship was clearly educational institutions, and eighteen Federal agencies were involved. The subject which contained the smallest proportion for basic research was law enforcement and delinquency services; that containing the largest increment in basic research was the area of health/welfare services.

Adolescent Target Populations

When performing research for the Federal government, it is common to mention in the proposal exactly which groups of people the project intends to include in the investigation. This does not necessarily imply that only those particular groups will be included, but if mentioned, one can be relatively secure in assuming that information about them will be gathered and problems particular to them will be discussed. Tables 10, 11, and 12 show those target populations which were mentioned in the project proposals on adolescence.

For example, white target populations (Table 10) were mentioned in 285 adolescence project proposals. This included 12.2 percent of the adolescence project

⁷This reflects both the increment in activity on this subject and the new inclusion of LEAA projects in the Adolescence Panel's FY '75 file.

proposals and 8.2 percent of all proposals. These projects mentioning white populations were sponsored by 16 agencies appearing most frequently in those from Right-To-Read (N=97). Furthermore, 104 of the 285 were for basic research purposes; these 104 comprise 4.4 percent of all adolescence research, 3.0 percent of all research, and were funded by 12 agencies with NIMH sponsoring 36 of them.

As Table 11 shows, there were 167 adolescence projects which included the physically handicapped (11a), 38 of these were for basic research purposes (11b). Fifty-one involved the aurally handicapped, 26 involved the visually handicapped, 23 the orthopedically handicapped, and 16 those with hyperkinetic handicaps. Table 12 gives further target population details. One hundred and seventy projects were designed to affect those adolescents with intellectual handicaps (funded by 16 agencies), and 162 for those with emotional handicaps: schizophrenic (26), autistic (17), and psychotic (48). The heaviest concentration of effort seems to be among these adolescent target populations who are bilingual for that category contained 14.2 percent of all adolescence projects (N=333). The second most frequently mentioned target group was the "academically slow." There were 210 project proposals mentioning that category, comprising 9.0 percent of all adolescence research. In neither the academically slow nor the bilingual, however, was basic research prevalent; in each it made up less than one-tenth of one percent of the research.

Adolescent Social and Development of Problems

There have been some significant changes in the efforts focused upon particular problems in adolescence (Tables 13 and 14). The number of projects on sexual identity and sexual roles has decreased by more than a fourth from last year. The amount of basic research on cultural and racial identity has also decreased (-57.1%). But the number of research projects for other than basic purposes in those areas have increased by 15 percent. On the other hand, increases in basic research should be noted in the areas of employment practices (+100%), youth culture (+100%) and reading processes (+142.9%). Perhaps most marked are the increments for all research purposes in the areas of youth culture (+114%) and adolescent legal issues--whose 69 projects funded by nine agencies comprised an increment of over three times the level reported for it in FY '74.

Personnel and Techniques for Influencing Adolescents

Tables 15, 16, and 17 illustrate the distribution of research activity involving people and techniques for influencing adolescents. From the first table (15), it is obvious that research on teachers is more frequent than any other category of personnel. The 632 projects involving teachers were funded by 14 agencies, comprise 27 percent of all adolescence research, and constitute an increment of 68.9 percent over FY '74. Teaching techniques, in turn, (Table 16) constitute 35.9 percent of all adolescence research, its 842 projects being a 4.25 percent increase over FY '74. The fact that research on teaching techniques was sponsored by 20 out of the 23 possible agencies means that this method of influencing adolescents was a subject of focus included by almost every Federal agency sponsoring any adolescence research at all.

Among all techniques, clearly the most frequently utilized was that of parent involvement. This included 516 projects from 15 agencies. Others which were frequently intended for use included individualized curriculum (280 projects), bilingual techniques (309 projects), career/employment counseling (119 projects), and tutorial instruction (118) projects). Strong increases might also be noted in the areas of psycho- and physical therapy; while noteworthy decreases in computer education and desegregation projects are observed.

Among curricula (Table 17), the most frequently studied was the area of reading (494 projects), which alone comprised 21.1 percent of all adolescence research and whose level of activity constituted a 120.5 percent increment over the year before. Other areas of increment which might be noted are in the areas of social studies (+477.4%). In sum, the development, testing and evaluation of new educational curriculum to influence adolescents appears, along with teaching techniques, as the most popular research mode. Over half of all adolescence research projects involved curriculum, its 1,213 projects signifying an increment of over a third from the previous fiscal year.

Table 6

Federal Research Activity Involving
Adolescents In FY '75, By Agency

	Number of Adolescence Projects	Percentage of Adolescence Projects	Amount of Adolescence Funds	Percentage of Adolescence Funds
DHEW				
ASPE	2	.1	12,039	--
OYD	7	.3	977,281	.4
NICHD ^a	94	4.0	7,449,238	3.2
NIMH	429	18.3	17,244,551	7.4
NIDA	65	2.8	5,489,251	2.3
NIAAA	54	2.3	3,552,995	1.5
NINCDS	56	2.4	5,948,704	2.5
BCHS	34	1.5	1,696,114	.7
SRS	6	.3	593,354	.3
NIE	345	14.7	43,155,840	18.4
OCD	97	4.1	12,348,087	5.3
RSA	8	.3	82,328	--
Office of Education:				
OPBE	24	1.0	7,346,229	3.1
BOAE	173	7.4	7,584,867	3.2
BEH	148	6.3	31,686,228	13.5
OIE	117	5.0	9,934,010	4.2
Right-To-Read	159	6.8	2,311,921	1.0
BSS	321	13.7	61,907,585	26.4
OCE	71	3.0	8,452,303	3.6
OE Total	1,013	43.2	129,223,143	55.0
USDA	83	3.5	660,601	.3
DOL	33	1.4	2,896,937	1.2
ACTION	2	.1	12,400	--
LEAA	15	.6	3,372,875	1.4
TOTAL	2,343	100.0	234,715,798	100.0

^aRecently received data would adjust these figures to 97 projects and \$8,193,810.

^bThis does not include recently received data on 31 projects involving \$4.9 million.

Table 7
Legal Arrangements for Adolescence
Research in FY '75

	Number of Adolescence Projects (N=2,343)	Percentage of Adolescence Projects
Agreement	90	3.8
Competitive Contract	262	11.2
Minority Contract	84	3.6
Sole Source Contract	3	--
Total Contract	376	16.1
Competitive Grant	1,474	62.9
Non-Competitive Grant	295	12.6
Total Grant ^a	1,864	79.6
Intramural	14	--
New Funding	911	38.9
Continued Funding	1,432	61.1
Multi-Agency	9	--

^aThe sum of the projects here totals 2,344 because one project was arranged through both grant and contract methods.

Table 8

Projects Focusing Primarily Upon General Adolescent Development Problems By Type of Research Activity

	Basic and Applied Research and Development Activity		
	Percentage of Adolescence Projects ^b (N)	Percentage Change in (N) Between FY '74 and FY '75	Number of Funding Agencies
Adolescent Development Total	19.4 (454)	+11.8	17
Physical Development ^a	4.7 (112)	+10.9	11
Cognitive Development ^a	7.0 (165)	+26.9	8
Socioemotional Development ^a	5.3 (123)	-20.0	10

	Basic Research Only			
	Percentage of Adolescence Projects ^b (N)	Percentage Change in (N) Between FY '74 and FY '75	Number of Funding Agencies	Percentage of Projects for Basic Research Purposes
Adolescent Development	15.5 (363)	+45.8	13	80.0
Physical Development ^a	3.9 (92)	+67.3	10	82.1
Cognitive Development ^a	5.3 (124)	+34.8	7	75.2
Socioemotional Development ^a	4.5 (106)	+16.5	10	86.2

^aMutually exclusive categories; no project was coded as applying to more than one.

^bTotal number of adolescence projects: N=2,343.

Table 9^a

Projects Focusing Primarily Upon
Organizations Which Serve Adolescents,
By Type of Research Activity

Organizations Involving Adolescents ^a	Basic And Applied Research And Development Activity		
	Percentage of FY '75 Adolescence Projects ^b (N)	Percentage Change In (N) Between FY '74 And FY '75	Number of Funding Agencies
Law Enforcement and Delinquency Services	2.8 (66)	+100.0	5
Health and Welfare Services	12.4 (291)	+32.3	16
Day Care	.3 (6)	c	4
Educational Institutions	55.1 (1291)	+13.2	18
Secondary	8.5 (200)	-4.3	13
Post-Secondary	3.5 (82)	-3.5	12
Special Education	5.9 (138)	c	7

^a All categories are mutually exclusive.

^b Total number of adolescence projects: N=2,343.

^c No valid comparison possible.

^d Basic and primarily focused upon organizations involving non-adults.

Table 9^b (Continued)

Organizations Involving Adolescents ^a	Basic Research Only ^d			Percentage Of Projects For Basic Research Purposes
	Percentage of FY '75 Adolescence Projects ^b (N)	Percentage Change In (N) Between FY '74 and FY '75	Number of Funding Agencies	
Law Enforcement and Delinquency Services	.1 (1)	-	1	1.5
Health and Welfare Services	1.1 (25)	+316.7	11	8.6
Day Care	.1 (2)	c	1	33.3
Educational Institutions	2.1 (49)	-14.0	10	3.8
Secondary	.2 (6)	-33.3	3	3.0
Post-Secondary	.4 (9)	-10.0	3	11.0
Special Education	.1 (4)	c	2	2.9

^aAll categories are mutually exclusive

^bTotal number of adolescence projects: N=2,343.

^cNo valid comparison possible.

^dBasic and primarily focused upon organizations involving non-adults.

Table 10^a

Adolescent Target Population: Percentages of Demographic Characteristics Included In The Project Proposal, By Type of Research

BASIC AND APPLIED RESEARCH

Adolescent Characteristic ^a	Percentage of Adolescence Projects (N=2,343)	Percentage of Both Adolescence and Early Childhood Projects (N=3,498)	Number of Funding Agencies	Agency Funding The Largest Number of Projects
White	12.2 (285) ^b	8.2	16	Right-To-Read N = 97
Female	5.3 (124)	3.5	14	NIMH N = 42
Black	11.7 (275)	7.9	18	Right-To-Read N = 73
Oriental	1.7 (39)	1.1	10	BSS N = 11
Mexican-American	7.6 (178)	5.1	16	BSS N = 91
Puerto-Rican American	2.4 (55)	1.6	10	BSS N = 29
Indian-American	10.8 (252)	7.2	15	OIE N = 117
Eskimo	.9 (20)	.6	9	NIAAA N = 7
Urban	15.5 (364)	10.4	21	NIMH N = 58
Ghetto	2.1 (50)	1.4	13	NIMH N = 10
Suburban	2.0 (47)	1.3	13	NIMH N = 8
Rural	9.1 (212)	6.1	20	USDA
Indian Reservation	3.9 (92)	2.6	11	OIE N = 60
Migrant Population	.3 (7)	.2	5	OCD N = 3
Population Outside the U.S.	2.0 (46)	1.3	9	NIMH N = 24

^aThese characteristics are not mutually exclusive.

^bWithin the parentheses is the number of adolescence research projects currently being funded which is intended to affect target groups with the demographic characteristic listed on the left.

Table 10^b (Continued)

BASIC RESEARCH ONLY

Adolescent Characteristic ^a	Percentage of Adolescence Projects (N=2,343)	Percentage of Both Adolescence and Early Childhood Projects (N=3,498)	Number of Funding Agencies	Agency Funding the Largest Number of Projects
White	4.4 (104) ^b	3.0	12	NIMH N=36
Female	2.8 (66)	1.9	11	NIMH N=24
Black	4.1 (97)	2.8	13	NIMH N=32
Oriental	.3 (6)	.2	4	NIMH OCD N=2
Mexican-American	.9 (22)	.6	7	NIMH N=9
Puerto Rican-American	.4 (9)	.3	3	NIMH NIDA N=4
Indian-American	.5 (12)	.3	6	NIMH N=4
Eskimo	.1 (2)	.1	2	NIMH NIE N=1
Urban	3.7 (86)	2.5	13	NIMH N=32
Ghetto	.1 (4)	.1	4	all at 1
Suburban	.5 (12)	.3	9	NIMH, OCD NIE N=2
Rural	1.5 (36)	1.0	7	USDA N=20
Indian Reservation	.1 (3)	.1	3	all at 1
Migrant Population	.1 (1)	.1	1	NIMH N=1
Population Outside the U.S.	1.3 (31)	.9	6	NIMH N=19

^aThese characteristics are not mutually exclusive.

^bWithin the parentheses is the number of adolescence research projects currently being funded which is intended to affect target groups with the demographic characteristics listed on the left.

Table 11^a

Adolescent Target Population: Percentage
Involving the Physically Handicapped
By Type of Research

BASIC AND APPLIED RESEARCH

Adolescent Characteristic ^a	Percentage of Adolescence Projects (N=2,343)	Percentage of Both Adolescence and Early Childhood Projects (N=3,498)	Number of Funding Agencies	Agency Funding The Largest Number of Projects
Physically Handi- capped Total	7.1 (167) ^b	4.8	13	BEH N=57
Aurally	2.2 (51)	1.5	8	BEH N=21
Visually	1.1 (26)	.7	7	BEH N=12
Neurologically	2.8 (66)	1.9	8	NINCDS N=25
Orthopedically	1.0 (23)	.7	4	BEH N=10
Hyperkinetic	.7 (16)	.5	5	NIMH N=12

^aThese categories are not mutually exclusive.

^bWithin the parentheses is the number of adolescence research projects currently being funded which is intended to affect the target group on the left.

Table 11^b (Continued)

BASIC RESEARCH ONLY

Adolescent Characteristic ^a	Percentage of Adolescence Projects (N=2,343)	Percentage of Both Adolescence and Early Childhood Projects (N=3,498)	Number of Funding Agencies	Agency Funding the Largest Number of Projects
Physically Handi- capped Total	1.6 (38) ^b	1.1	6	NIMH N=16
Aurally	.5 (11)	.3	3	NINCDS N=6
Visually	.1 (1)	.1	1	NIMH N=1
Neurologically	.9 (22)	.6	5	NIMH N=12
Orthopedically	.1 (4)	.1	2	NIMH N=3
Hyperkinetic	.4 (10)	.3	3	NIMH N=8

^aThese categories are not mutually exclusive.

^bWithin the parentheses is the number of adolescence research projects currently being funded which intended to affect the target group on the left.

Table 12^a

Adolescent Target Population: Percentage Involving
The Intellectually And Emotionally Handicapped And Others,
By Type of Research

BASIC AND APPLIED RESEARCH

Adolescent Characteristic ^a	Percentage of Adolescence Projects (N=2,343)	Percentage of Both Adolescence and Early Childhood Projects (N=3,498)	Number of Funding Agencies	Agency Funding the Largest Number of Projects
Intellectually Handi- capped Total	7.3 (170) ^b	4.9	16	BEH N=75
Mentally Retarded	4.0 (103)	2.9	14	BEH N=36
Learning Disabled	3.9 (92)	2.6	11	BEH N=52
Emotionally Handi- capped Total	6.9 (162)	4.6	13	NIMH N=108
Schizophrenic	1.1 (26)	.7	3	NIMH N=24
Autistic	.7 (17)	.5	4	NIMH N=12
Psychotic	2.1 (48)	1.4	5	NIMH N=41
Drug Users	4.2 (99)	2.8	7	NIDA N=49
Heroin	.2 (4)	.1	1	NIDA N=1
Alcohol	1.6 (38)	1.1	3	NIAAA N=36
Delinquents	3.3 (77)	2.2	10	NIMH N=39
Abused or Neglected	2.4 (57)	1.6	7	OCD N=43
Academically Slow	9.0 (210)	6.0	12	Right-To-Read N=149
Drop-Outs	2.8 (65)	1.9	12	OIE N=26
Intellectually Gifted	.6 (14)	.4	6	OCE N=6
Runaways	2.1 (50)	1.4	7	NIMH N=39
Adolescent Parents	1.1 (25)	.7	10	NICHD N=8
Bilingual	14.2 (333)	9.5	9	BSS N=250

^aThese characteristics are not mutually exclusive.

^bWithin the parentheses is the number of adolescence research projects currently being funded which is intended to affect target groups with the characteristics listed on the left.

Table 12^b (Continued)

BASIC RESEARCH ONLY

Adolescent Characteristic ^a	Percentage of Adolescence Projects (N=2,343)	Percentage of Both Adolescence and Early Childhood Projects (N=3,498)	Number of Funding Agencies	Agency Funding the Largest Number of Projects
Intellectually Handi-capped Total	1.8 (42) ^b	1.2	7	NIMH N=14
Mentally Retarded	1.1 (27)	.8	5	NICHD N=10
Learning Disabled	.6 (15)	.4	6	NIMH N=5
Emotionally Handi-capped Total	2.1 (50)	1.4	6	NIMH N=44
Schizophrenic	.8 (19)	.5	2	NIMH N=18
Autistic	.2 (6)	.2	1	NIMH N=6
Psychotic	1.0 (24)	.7	2	NIMH N=23
Drug Users	1.3 (31)	.9	3	NIDA N=21
Heroin	.1 (4)	.1	1	NIDA N=4
Alcohol	.4 (9)	.3	1	NIAAA N=9
Delinquents	.9 (20)	.6	4	NIMH N=13
Abused or Neglected	.5 (11)	.3	4	OCD N=6
Academically Slow	.1 (3)	.1	3	all at 1
Drop-Outs	.2 (5)	.1	3	NIMH N=3
Intellectually Gifted	- (0)	-	0	-
Runaways	.1 (4)	.1	3	NIMH N=2
Adolescent Parents	.4 (10)	.3	5	NICHD N=6
Bilingual	.1 (3)	.1	2	NIMH N=2

^aThese characteristics are not mutually exclusive.

^bWithin the parentheses is the number of adolescence research projects currently being funded which is intended to affect target groups with the characteristics listed on the left.

Table 13^a

Specific Adolescent Development Problems,
By Type of Research Activity

Adolescent Developmental Problems ^a	Basic And Applied Research And Development Activity		
	Percentage of FY '75 Adolescence Projects ^b (N)	Percentage Change In (N) Between FY '74 And FY '75	Number of Funding Agencies
Perception of the Self	16.8 (394)	c	18
Cultural/Racial Identity	1.9 (46)	+15.0	8
Interpersonal Relationships	6.0 (141)	+60.2	15
Motivation	4.9 (116)	-5.7	13
Emotional Development	7.7 (181)	+60.2	15
Language Development	5.8 (136)	+65.8	15
Reading Process	2.5 (59)	+5.4	8
Developmental Continuity	.9 (22)	c	7
Sexual Identity	.7 (18)	-28.0	6
Attitudes	14.8 (330)	c	17
Coping Mechanisms	1.5 (36)	c	8

^aCategories are not mutually exclusive.

^bTotal number of adolescence projects: N=2,343.

^cNo valid comparison possible.

Table 13^b (Continued)

Adolescent Developmental Problems ^a	Basic Research Only ^d			Percentage Of Projects For Basic Research Purposes
	Percentage of FY '75 Adolescence Projects ^b (N)	Percentage Change In (N) Between FY '74 and FY '75	Number of Funding Agencies	
Perception of the Self	1.5 (34)	c	8	8.6
Cultural/Racial Identity	.1 (3)	-57.1	1	6.5
Interpersonal Relationships	1.5 (36)	+20.0	6	25.5
Motivation	1.1 (25)	-16.7	7	21.6
Emotional Development	2.0 (47)	c	6	26.0
Language Development	1.8 (43)	+72.0	5	31.6
Reading Process	.7 (17)	+142.9	2	28.8
Developmental Continuity	.2 (6)	c	3	27.3
Sexual Identity	.3 (7)	-	4	38.9
Attitudes	2.8 (65)	c	10	19.7
Coping Mechanisms	.5 (18)	c	4	50.0

^aCategories are not mutually exclusive.

^bTotal number of adolescence projects: N=2,343.

^cNo valid comparison possible.

^dBasic and primarily focused upon social and emotional problems.

Table 14^a

Projects Relating To An
Adolescent's Social Environment,
By Type of Research Activity

Adolescent Socioenvironmental Problems ^a	Basic And Applied Research And Development Activity		
	Percentage of FY '75 Adolescence Projects ^b (N)	Percentage Change In (N) Between FY '74 And FY '75	Number of Funding Agencies
Juvenile Delinquency	1.9 (46)	c	8
Unemployment	.6 (15)	+25.0	5
Religious Environment	.5 (13)	c	6
Status Offenses	2.0 (48)	c	5
Legal Issues	2.9 (69)	+360.0	9
Sex Roles	.6 (14)	-26.4	5
Employment Practices	1.1 (26)	-16.1	6
Youth Culture	.6 (15)	+114.2	9
Ethnic & Racial Culture	4.8 (113)	c	12
Ecological Studies	5.6 (131)	c	12

^aCategories are not mutually exclusive.

^bTotal number of adolescence projects: N=2,343.

^cNo valid comparison possible.

Table 14^b (Continued)

Adolescent Socioenvironmental Problems ^a	Basic Research Only ^d			Percentages Of Projects For Basic Research Purposes
	Percentage of FY '75 Adolescence Projects ^b (N)	Percentage Change In (N) Between FY '74 and FY '75	Number of Funding Agencies	
Juvenile Delinquency	.2 (6)	c	3	13.0
Unemployment	.1 (1)	-50.0	1	6.7
Religious Environment	.1 (1)	c	1	7.7
Status Offenses	.1 (2)	c	1	4.2
Legal Issues	.1 (3)	-	1	4.3
Sex Roles	.1 (3)	-	3	21.4
Employment Practices	.3 (8)	+100.0	4	30.8
Youth Culture	.1 (2)	+100.0	2	13.3
Ethnic & Racial Culture	.3 (8)	c	7	7.1
Ecological Studies	2.7 (94)	c	10	71.8

^aCategories are not mutually exclusive.

^bTotal number of adolescence projects: N=2,343.

^cNo valid comparison possible.

^dBasic and primarily focused upon social environmental problems.

Table 15
Research Projects Involving Personnel Affecting Adolescents

Personnel in the Adolescents' Environment ^a	Percentage of FY '75 Adolescence Projects ^b (N)	Percentage Change in (N) Between FY '74 and FY '75	Number of Funding Agencies
Educational Personnel	30.9 (723)	+59.2	16
Teacher Training	.6 (13)	-45.8	8
Administrators	4.1 (96)	+284.0	11
Teachers	27.0 (632)	+62.2	14
Para-Professionals	13.9 (325)	+253.2	10
Welfare Service Personnel	.5 (12)	-36.8	4
Police or Law Enforcement	.3 (6)	-14.2	4
Medical or Health Care	.15 (34)	-26.1	9
Neighborhood or Community Workers	.4 (10)	-23.1	7
Volunteers	.15 (35)	+ 2.9	8

^aCategories are not mutually exclusive.

^bTotal number of adolescence projects: N=2,343.

Table 16.

Projects Investigating New
Techniques for Influencing Adolescents

Techniques ^a	Percentage of FY '75 Adolescence Projects ^b (N)	Percentage Change (N) Between FY '74 and FY '75	Number of Funding Agencies
Teaching Techniques	35.9 (842)	+42.5	20
Bilingual Education	13.2 (309)	+451.8	10
Computer Education	.9 (22)	-50.0	7
TV Instruction	1.6 (38)	-7.3	13
Open Classroom	2.1 (50)	+22.0	6
Non-Graded Schools	.7 (16)	+14.3	8
Team Teaching	2.0 (47)	+62.1	10
Work Experience	3.9 (91)	-1.1	13
Tutorial Instruction	5.0 (118)	-3.4	8
Individualized Curriculum	12.0 (280)	+10.2	10
Behavior Modification	2.3 (54)	+22.7	10
Physical Therapy	.3 (8)	+166.7	5
Speech Therapy	.5 (11)	c	4
Psychotherapy	2.9 (68)	+126.7	9
Career/Employment Counseling	5.1 (119)	c	13
Deinstitutionalization	.4 (9)	c	5
Youth Involvement	2.8 (65)	-56.4	13
Desegregation	.5 (11)	-76.1	3
Mainstreaming for Special Education	2.2 (52)	c	9
Parent Involvement	22.0 (516)	+72.0	15

^aNone of the categories are exclusive of any other category.

^bTotal number of adolescence research projects: (N=2,343).

Table 17
Research Projects Relating To
Adolescence Educational Curriculum

Adolescent Curricula ^a	Percentage of FY '75 Adolescence Projects ^b (N)	Percentage Change in (N) Between FY '74 and FY '75	Number of Funding Agencies
Educational Curriculum	51.8 (1213)	+39.2	20
Math	11.3 (264)	+203.4	11
Social Studies	7.6 (179)	+477.4	10
Language Arts	23.6 (554)	+94.3	11
Art/Music	4.2 (99)	+120.0	10
Science	5.5 (129)	+377.7	8
Vocational Ed.	9.3 (219)	+20.3	18
Career Ed.	8.8 (207)	+11.2	14
Physical Ed.	1.8 (42)	+100.0	7
Health and Safety Ed.	2.4 (56)	+194.7	9
Drug Abuse Ed.	3.0 (70)	+75.0	7
Sex Ed.	.3 (6)	-14.2	5
Environmental Ed.	1.4 (32)	-53.6	6
Citizenship Training	.6 (14)	-77.7	8
Ed. for Parenthood	1.0 (23)	-50.0	6
Reading	21.1 (494)	+120.5	10

^aNone of these categories are exclusive of any other category.

^bTotal number of adolescence research projects: (N=2,343).

CHAPTER IV

PATTERNS OF AGENCY RESEARCH AND DEVELOPMENT ON ADOLESCENCE: THEIR MISSIONS, ACTIVITY IN FY '75 AND LEVELS OF INTEREST FOR FY '76

Introduction

In the following chapter the activities within individual agencies are broken down into four groups. First, the focus of each is compacted into a brief "Mission" statement, the substance of which derives from legislative mandates. Second and third, each agency's FY '75 activity is then described along two dimensions: its project characteristics (categories of funding, type of research and development, usage of methodologies etc.) and its primary research foci. These two dimensions are displayed for each agency with two tables. Fourth and lastly, each agency's plans for the next fiscal year, that of FY '76, are summarized into one or two paragraphs. The basis for this statement is taken from a form which had been sent to each agency and returned by an individual with knowledge of his agency's intentions. A summary chart of these FY '76 "levels of interest" can be found as APPENDIX A.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE ASSISTANT TO THE SECRETARY FOR PLANNING AND EVALUATION

- FY '75 Funding of Adolescence Research: \$.01 million (\$12,039)
- Number of Adolescence Research Projects Sponsored in FY '75: 2

Mission

The Office of the Assistant to the Secretary for Planning and Evaluation serves as a staff function to the Secretary in the Department of Health, Education, and Welfare. Since ASPE's purpose is to review the planning and evaluation activities of the Department of Health, Education, and Welfare, it has considerable importance to the Federal government research and research serving community. ASPE acts to help agencies within DHEW define their plans for Policy Development and Implementation (PDI)--the agency's strategy to implement the goals in a new piece of legislation. In evaluating PDI's, ASPE is often interested in how an agency's research and development plans for a particular issue might distribute programmatic money regionally or proportionally, or the weighting of criteria for rating in-coming proposals, or how much of the budget is to be allotted to particular foci.

Fiscal Year '75

Both of ASPE's adolescence projects were sole source contracts to gather and analyze data on runaways. One project was preparing a report for policy planning and the other a basic research project analyzing the National Survey of Youth data.

Plans for Fiscal Year '76

In FY '76 ASPE will continue to maintain its high degree of interest in adolescents who, for one reason or another, run away from home. Through the secondary analysis of data the agency intends to look at status offenders in correctional programs. In addition OASPE intends to sponsor a conference on "Research on Youth."

OFFICE OF YOUTH DEVELOPMENT

- FY '75 Funding of Adolescence Research: \$1.0 million
- Number of Adolescent Research Projects Sponsored in FY '75: 7

Mission

Under the authority of Section 426 of the Social Security Act and the Juvenile Justice and Delinquency Prevention Act of 1974 ("the Runaway Youth Act"), the Office of Youth Development is charged with developing knowledge that is focused on youth development: both with respect to problems within specific target populations (e.g., those behind in school, those out-of-school, the unemployed, the runaways, the handicapped, etc.), and with respect to the institutional barriers that dissuade or deter youth at-risk from reaching their potentials. The agency seeks to develop theoretical constructs, strategies, and models of youth development. The particular focus is on institutional organization and community resources that can assure equal opportunities for youth to have and utilize the experiences and services essential for independence as a young person and as an adult.

The mission of OYD is therefore to affect the coordination and institutional changes required to create a climate conducive to favorable development for all youth, with a special emphasis on the prevention of juvenile delinquency. OYD has three programmatic components: (1) the Division of Youth Services System which administers the Juvenile Delinquency Prevention Act of 1972; (2) the Division of Youth Activities which serves as the Federal government's spokesman for youth activities; and (3) a section addressing the problem of youths who run away from home.

Fiscal Year '75

OYD's seven applied research projects were 71.4 percent contracts and 28.6 percent grants. The methodological techniques of interviews, questionnaires and surveys were each used in four of the seven projects. Other

83/84/85

OYD

PROJECT CHARACTERISTICS: FY '75

- Funding: \$1 million
- Number of Projects: 7

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY</u> ^b			
Agreement	--	--	--
Contract	5	71.4	780,171
Competitive	4	57.1	732,800
8-A Minority	--	--	--
Sole Source	1	14.3	47,371
Grant	2	28.6	197,110
Competitive	--	--	--
Non-Competitive	2	28.6	197,110
Intramural			
<u>TYPE OF RESEARCH</u> ^b			
Basic	--	--	--
Applied Research	7	100.0	977,281
Evaluation	--	--	--
Research Dissemination	--	--	--
Research on Policy	--	--	--
<u>METHODOLOGIES</u> ^c			
Longitudinal	--	--	--
Pre-Test, Post-Test	2	28.6	338,537
Case Study	--	--	--
Multidisciplinary	--	--	--
Observational Techniques	1	14.3	120,317
Interview Techniques	4	57.1	693,099
Use of Questionnaires	4	57.1	693,099
Survey Techniques	4	57.1	659,854

^a Each agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^b Each project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^c The descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

OYD
RESEARCH FOCI

● Funding: \$1.0 million

● Number of Projects: 7

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	2 •	28.6	207,389
Physical Development	--	--	--
Cognitive Development	--	--	--
Socioemotional Development	--	--	--
Family	2	28.6	341,985
Neighborhood	--	--	--
Broader Social Environments	--	--	--
Study of Research Methods	1	14.3	230,797
Health/Welfare Services	--	--	--
Educational Institutions	2	28.6	197,110
Secondary School	--	--	--
Post-Secondary School	1	14.3	107,740
Vocational/Technical Schools	1	14.3	89,370
Juvenile Justice Institutions	--	--	--
Breakdown of Largest Primary Focus Categories: <u>The Family</u>			
Ecology of the Home	2	28.6	341,985
Family Structure, Composition	2	28.6	525,411
Intrafamily Relationships	2	28.6	341,985
Family's Interface with Society	2	28.6	317,869
<u>Educational Institutions</u>			
Educational Curriculum	3	42.9	427,907
Teaching Techniques	2	28.6	197,110
Treatment or Procedures	1	14.3	107,740
Materials or Equipment	2	28.6	228,057
Other Program Policy	5	71.4	635,296
Youth Involvement	3	42.9	317,427

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

primary foci involved adolescent development, the family, the study of research methods, and educational institutions.

Plans for Fiscal Year '76

In FY '76, the Office of Youth Development will focus their research and evaluation efforts increasingly upon the problems of youths who have run away from their homes. It will increase its attention to counseling them and their families, developing secondary analyses of survey data, and improving both methods of program evaluation and statistical techniques. In addition, a low level of attention will continue with respect to sexually abused adolescents, unwed adolescent mothers, venereal and other diseases. A high level of interest can be expected with respect to research on the institutional barriers to youth development.

NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT

- FY '75 Funding of Adolescence Research: \$8.2 million⁴
- Number of Adolescence Research Projects Sponsored in FY '75: 97

Mission

NICHD does not have one specific disease or disorder for its focus of attention. NICHD supports research in the basic processes of human development including those involved in social and behavioral development, as well as the biomedical processes. The recently expanded research program on adolescent growth and development includes five areas of emphasis: the biological process, nutrition, intellectual development, socialization, and both endocrinological and psychological development.

Fiscal Year '75

Funding in NICHD was primarily awarded through the use of grants (79.4%), with 18.6 percent using contracts. The research was largely basic (78.4%) and to some extent applied (17.5%). Of the methodologies, interview techniques, pre- and post-test design and questionnaires were most commonly mentioned in project proposals. Most of the research focused on the "development" of the child or adolescent, with 29.9 percent focusing on physical development; 20.6 percent on cognitive development; and 11.3 percent on socioemotional development. Further breakdown of physical development reveals that body growth, physical disease and health issues related to pregnancy and childbirth have been most often a focus of the research.

Plans for Fiscal Year '76

Neurologic handicaps will remain of high interest at NICHD. Low involvement will continue in the areas of bilingual learning problems, run-aways, autism or adolescents who have been diagnosed as having orthopedically,

⁴Of this figure the actual amount which will affect adolescence without also including early childhood is approximately \$.9 million.

NICHD

PROJECT CHARACTERISTICS: FY '75

- Funding: \$8.2 million
- Number of Projects: 97

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY^b</u>			
Agreement	--	--	--
Contract	18	18.6	1,278,608
Competitive	5	5.2	296,295
8-A Minority	--	--	--
Sole Source	--	--	--
Grant	77	79.4	6,325,410
Competitive	18	18.6	1,134,557
Non-Competitive	43	44.3	4,075,006
Intramural	1	1.0	9,600
<u>TYPE OF RESEARCH^b</u>			
Basic	76	78.4	4,784,327
Applied Research	17	17.5	2,671,257
Evaluation	2	2.1	77,580
Research Dissemination	1	1.0	40,554
Research on Policy	--	--	--
<u>METHODOLOGIES^c</u>			
Longitudinal	14	14.4	940,892
Pre-Test, Post-Test	19	19.6	1,390,064
Case Study	3	3.1	376,988
Multidisciplinary	6	6.2	1,195,389
Observational Techniques	7	7.2	721,068
Interview Techniques	23	23.7	1,673,398
Use of Questionnaires	18	18.6	1,046,701
Survey Techniques	13	13.4	1,228,671

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

NICHD
RESEARCH FOCI

- Funding: \$8.2 million
- Number of Projects: 97

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	68	70.1	5,776,997
Physical Development	29	29.9	2,120,370
Cognitive Development	20	20.6	1,569,750
Socioemotional Development	11	11.3	418,809
Family	12	12.4	701,204
Neighborhood	1	1.0	32,787
Broader Social Environments	4	4.1	263,004
Study of Research Methods	7	7.2	385,173
Health/Welfare Services	4	4.1	454,453
Educational Institutions	--	--	--
Secondary School			
Post-Secondary School			
Vocational/Technical Schools			
Juvenile Justice Institutions	--	--	--
Breakdown of Largest Primary Focus Category: Physical Development			
Body Growth	24	24.7	2,249,900
Motor Development	6	6.2	1,393,130
Sensory Processes	6	6.2	1,754,268
Physical Characteristics	10	10.3	1,476,660
Handicapping Condition	8	8.2	1,839,953
Physical Disease	14	14.4	1,596,867
Nutrition Studies	4	4.1	272,016
Genetic Studies	11	11.3	1,917,584
Pharmacology Studies	5	5.2	727,917
Epidemiology Studies	3	3.1	478,002
Health Issues: Pregnancy, Childbirth	13	13.4	1,893,804

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

visually or aurally handicapping problems. Relatively high involvement will continue to surround the areas of speech problems, and those who are retarded, academically slow or learning disabled.

In the area of abused or neglected adolescents, activity will remain at a level similar to FY '75. No alterations should occur over emphasis among differing ascriptive target population characteristics with relatively equal concern being shown between blacks, whites, Spanish-speaking Americans, and those who live in rural, urban or suburban areas.

Very high attention will continue to be placed within the areas of cognitive and physical (body growth) development. Social development including personality, emotional and behavioral, will also be an area of concentration. High interest will continue in understanding the influences of family structure and family functions and the social/cultural environment on adolescents. Investigating the influences of physical environment upon adolescents will continue to be of low priority.

Low emphasis will continue with respect to psychotherapy and psychological counseling. No changes should occur in the interest in methodology or over those methodologies which are most prevalent. A sociological, psychological and biological emphasis will continue to prevail, followed lastly by anthropological perspectives.

NATIONAL INSTITUTE OF MENTAL HEALTH

- FY '75 Funding of Adolescence Research: \$17.2 million
- Number of Adolescent Research Projects Sponsored in FY '75: 429

Mission

Two principal pieces of legislation direct the National Institute of Mental Health's research and development in the age range of adolescence: Section 301 and 303 of the Public Health Services Act (PL 78-410), and Section 299(b) of the Social Security Act (PL 92-603).

The objectives of the research program of NIMH are to support research on the etiology, diagnosis, treatment, prevention, and control of mental illness, and the promotion of mental health. NIMH is primarily responsible, therefore, for the support of applied, clinical and basic research aimed either at the resolution of specific problems of mental and emotional illness, or at the augmenting of knowledge regarding human behavior. Areas of study which relate to adolescents include the process of occupational choice, sex role development, preparation for family roles, the understanding of the problems contributing to crime and delinquency, and the means of treating these problems.

Fiscal Year '75

The majority of NIMH's 429 projects were awarded as grants. Except for the projects that were sponsored intramurally (2.3%), the remaining projects were contracts (13.8%). Basic research comprised half of the projects with applied accounting for 37.8 percent. Of the methodological categories, pre- and post-test design was the most frequently mentioned in project proposals. The largest primary focus category, adolescent development, consisted of 17.3 percent on cognitive problems, 15.6 percent on socioemotional problems, and 5.8 percent on problems of physical development. The second largest primary focus category was health/welfare services, with further distinctions showing an emphasis on specific issues in mental health and delinquency.

NIMH

PROJECT CHARACTERISTICS: FY '75

- Funding: \$17.2 million
- Number of Projects: 429

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY^b</u>			
Agreement			
Contract	59	13.8	280,447
Competitive	52	12.1	262,827
8-A Minority	--	--	--
Sole Source	--	--	--
Grant	360	83.9	16,964,104
Competitive	174	40.6	7,181,532
Non-Competitive	183	45.8	9,624,591
Intramural	10	2.3	0
<u>TYPE OF RESEARCH^b</u>			
Basic	217	50.6	7,999,786
Applied Research	162	37.8	7,525,698
Evaluation	35	8.2	1,618,688
Research Dissemination	10	2.3	100,379
Research on Policy	5	1.2	0
<u>METHODOLOGIES^c</u>			
Longitudinal	75	17.5	5,859,166
Pre-Test, Post-Test	147	34.3	7,574,602
Case Study	7	1.6	652,473
Multidisciplinary	18	4.2	1,727,653
Observational Techniques	61	14.2	3,432,353
Interview Techniques	115	26.8	5,469,113
Use of Questionnaires	35	8.2	1,343,912
Survey Techniques			

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

NIMH
RESEARCH FOCI

● Funding: \$17.2 million

● Number of Projects: 429

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	178	41.5	6,606,991
Physical Development	25	5.8	1,734,276
Cognitive Development	74	17.3	2,028,339
Socioemotional Development	67	15.6	1,943,868
Family	34	7.9	1,488,902
Neighborhood	5	1.2	198,474
Broader Social Environments	21	4.9	949,874
Study of Research Methods	14	3.3	481,593
Health/Welfare Services	80	18.7	4,320,448
Educational Institutions	49	11.4	2,062,282
Secondary School	6	1.4	91,961
Post-Secondary School	16	3.7	828,450
Vocational/Technical Schools	--	--	--
Juvenile Justice Institutions	48	11.2	1,135,987
Breakdown of Largest Primary Focus Category: Health/Welfare Services			
Preventive Health Services	2	.5	328,991
Pre-, Post-Natal Health Care	1	.2	0
Drug Abuse Services	1	.2	162,904
Family Planning Services	2	.5	0
Mental Health Services	58	13.5	2,397,392
Foster Care	1	.2	0
Child Abuse Services	3	.7	226,541
Employment Services	2	.5	116,695
Emergency Services	4	.9	175,700
Advocacy	8	1.9	447,634
Delinquency Services	52	12.1	1,380,260
Recreation	2	.5	17,620
Law Enforcement	4	.9	291,330

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Plans for Fiscal Year '76

Within the National Institute of Mental Health, the Center for Studies of Crime and Delinquency will continue to concentrate its highest attention on studies of adolescent delinquents, behavior problems, and the influence of the social/cultural environment. Medium or low attention will continue with respect to abused or neglected adolescents, cognitive decision-making, family functions and special school programs for delinquency and related behavior problems. High attention will continue to focus upon the development of methods for evaluation, observation, research designs and the development of applicable techniques of statistics. The research will continue to show a sociological or psychological emphasis.

NATIONAL INSTITUTE OF DRUG ABUSE

- FY '75 Funding of Adolescence Research: \$5.5
- Number of Adolescence Research Projects Sponsored In FY '75: 65

Mission

The research and development effort which affects adolescents stems from Sections 301 and 303 of the Public Health Service Act, and Sections 409, 410, and 223 of the Drug Abuse Offense Act (PL 92-255). Together, these pieces of legislation mandate the sponsorship of demonstration projects, pilot studies, basic research and program evaluation efforts. As a result, the mission of the National Institute of Drug Abuse is to support research and demonstration projects investigating the nature and extent of drug use problems, comparing various treatment methods, and improving the efficiency of treatment for the young drug user. In addition, prevention and education research is supported through the expansion of model treatment and intervention ideas.

Fiscal Year '75

All but three of NIDA's 65 projects were funded as grants. More than half of their projects were classified as applied research, while most of those remaining were considered basic research. Interviews, questionnaires, and pre- and post-test designs were the techniques most frequently mentioned in project proposals. Two primary foci accounted for the largest percentage of the projects: health/welfare services, the largest, and adolescent development. Forty-nine percent of the health/welfare service category involved drug abuse services; just under 14 percent of the development category focused upon questions of a physical nature, 6.2 percent on socioemotional development.

NIDA

PROJECT CHARACTERISTICS: FY '75

- Funding: \$5.5 million
- Number of Projects: 65

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY^b</u>			
Agreement			
Contract	3	4.6	48,658
Competitive	--	--	--
8-A Minority	--	--	--
Sole Source	2	3.1	48,658
Grant	62	95.4	5,440,593
Competitive	29	44.6	2,545,257
Non-Competitive	--	--	--
Intramural			
<u>TYPE OF RESEARCH^b</u>			
Basic	26	40.0	2,536,991
Applied Research	36	55.4	2,952,260
Evaluation	3	4.6	0
Research Dissemination	--	--	--
Research on Policy	--	--	--
<u>METHODOLOGIES^c</u>			
Longitudinal	6	9.2	505,986
Pre-Test, Post-Test	18	27.7	1,696,308
Case Study	1	1.5	111,073
Multidisciplinary	--	--	--
Observational Techniques	3	4.6	346,160
Interview Techniques	21	32.3	1,725,007
Use of Questionnaires	18	27.7	1,499,136
Survey Techniques	4	6.2	172,836

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

NIDA
RESEARCH FOCI

● Funding: \$5.5 million

● Number of Projects: 65

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	21	32.3	1,832,280
Physical Development	9	13.9	943,105
Cognitive Development	--	--	--
Socioemotional Development	4	6.2	307,077
Family	3	4.6	353,521
Neighborhood	--	--	--
Broader Social Environments	1	1.5	99,331
Study of Research Methods	4	6.2	416,968
Health/Welfare Services	25	38.5	2,081,542
Educational Institutions	9	13.9	579,536
Secondary School	--	--	--
Post-Secondary School	--	--	--
Vocational/Technical Schools	--	--	--
Juvenile Justice Institutions	2	3.1	126,073
Breakdown of Largest Primary Focus Category: Health/Welfare Services			
Health, Medical Services	32	49.2	2,499,859
Drug Abuse Services	32	49.2	2,499,859
Recreation	1	1.5	141,123

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Plans for Fiscal Year '76

The FY '76 research of the National Institute of Drug Abuse which affects adolescents will continue to center around the use and the abuse of marijuana, heroin, non-opiate and multiple drugs. Strong interest relating to drugs will continue to be shown with respect to adolescent parents, socioemotional aspects of behavior, physical disease, the social environment, drug education, psychotherapy and vocational training. In addition there should be evidence of high attention in FY '76 being paid to methodological questions of evaluation, observation, survey analysis, self-concept, and methods of improvement for inter-study comparability.

NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM
ALCOHOL, DRUG ABUSE, AND MENTAL HEALTH ADMINISTRATION, DHEW

- FY '75 Funding of Adolescence Research: \$3.6 million
- Number of Adolescence Research Projects Sponsored in FY '75: 54

Mission

The National Institute on Alcohol Abuse and Alcoholism (NIAAA) has two principal objectives: (1) to make treatment and rehabilitative services available to alcoholic people and problem drinkers by mobilizing existing resources at the Federal, state and local level and by developing a broad range of community alcoholism treatment and rehabilitative programs; (2) to pursue new methods for preventing the abuse and misuse of alcoholic beverages and the testing and evaluating of the effectiveness of these methods.

Within NIAAA there are three administrative units which fund projects affecting adolescence: the Office of Program Development and Analysis, the Youth Prevention Branch (within the Division of Prevention), and the Extramural Research Branch (within the Division of Research). Each of these units has a distinct function in the enactment of portions of the Social Security Act (PL 91-616). The Office of Program Development and Analysis awards contracts for specific surveys to outside research organizations and then analyzes and reports upon the data within the agency. The Youth Prevention Branch funds demonstration and evaluation projects conducted by non-profit institutions, and the Extramural Research Branch funds proposals--usually unsolicited from university-based researchers--in the normal pattern utilized within the other health institutes.

The Division of Prevention research includes investigations of the impact of a wide variety of factors--social, psychological, physical, economic, legal and educational--upon people's drinking patterns. In addition, studies on the etiologies of alcoholism hope to clarify the different roles that culture, health, and quality of life play in the development of this illness. Youth has been identified as the primary target group in many of these studies. One important program direction within this division

NIAAA

PROJECT CHARACTERISTICS: FY '75

- Funding: \$3.6 million
- Number of Projects: 54

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY^b</u>			
Agreement			
Contract			
Competitive			
8-A Minority			
Sole Source			
Grant	54	100.0	3,552,995
Competitive	10	18.5	424,960
Non-Competitive	44	81.5	3,128,035
Intramural			
<u>TYPE OF RESEARCH^b</u>			
Basic	17	31.5	824,737
Applied Research	35	64.8	2,610,010
Evaluation	2	3.7	118,248
Research Dissemination	--	--	--
Research on Policy	--	--	--
<u>METHODOLOGIES^c</u>			
Longitudinal	2	3.7	121,645
Pre-Test, Post-Test	3	5.6	355,586
Case Study	--	--	--
Multidisciplinary	2	3.7	289,002
Observational Techniques	2	3.7	212,892
Interview Techniques	15	27.8	736,597
Use of Questionnaires	10	18.5	325,335
Survey Techniques	4	7.4	132,861

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

NIAAA
RESEARCH FOCI

- Funding: \$3.6 million
- Number of Projects: 54

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	12	22.2	305,893
Physical Development	2	3.7	110,756
Cognitive Development	--	--	--
Socioemotional Development	8	14.8	126,605
Family	3	5.6	178,860
Neighborhood	--	--	--
Broader Social Environments	1	1.9	40,919
Study of Research Methods	--	--	--
Health/Welfare Services	27	50.0	2,001,312
Educational Institutions	11	20.4	1,026,011
Secondary School	--	--	--
Post-Secondary School	--	--	--
Vocational/Technical Schools	--	--	--
Juvenile Justice Institutions	--	--	--
Breakdown of Largest Primary Focus Category: Health/Welfare Services			
Health, Medical Services	38	70.4	2,848,086
Drug Abuse Services	2	3.7	66,812
Alcohol Abuse Services	35	64.8	2,761,120
Welfare Services	6	11.1	323,299
Employment Services	4	7.4	150,639
Emergency Services	3	5.6	256,245
Delinquency Services	1	1.9	83,585
Recreation	9	16.7	444,116

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

is through the Youth Education Branch. This section supports demonstration projects designed to encourage responsibility in the use of alcohol and develops and tests new youth programs for alcohol education. A second interest, channeled through the Community Prevention Branch, has as its goal the development of effective health education programs relating to alcohol abuse for the whole community population, which also includes youth.

Fiscal Year '75

All of NIAAA's projects were funded as grants, 81.5 percent non-competitively negotiated. There was little evaluation research; most was for applied (64.8%) or basic (31.5%) purposes. Interviews and questionnaires were the most frequently mentioned methodologies. Half of the projects focused on health or welfare services for populations who use alcohol. Thus, alcohol abuse services were a focus of 64.8 percent of their projects. The second largest primary focus category was in adolescent development emphasizing questions on socioemotional health. Other important analyses focused on the correlates of adolescent drinking behavior, the extent of youth involvement in NIAAA grant programs, and a comprehensive review of all current literature on youth and alcohol.

Plans for Fiscal Year '76

The highest level of activity at NIAAA will continue to concern users of alcohol with a new emphasis on related pregnancy outcomes, the family, the neighborhood or local environmental influences on the adolescent. Alcohol education, psychotherapy and counseling, and research on the methodologies of tests and measures, program evaluation, observational techniques and longitudinal research will all be important. With a moderate level of interest, delinquent, run-away and emotional aspects of drug abuse will continue to be studied. Also investigated will be issues concerning school dropouts, abused or neglected adolescents, the cognitive and socioemotional development of adolescents. In general, the disciplinary emphasis at NIAAA will remain sociological and psychological.

NATIONAL INSTITUTE OF NEUROLOGICAL AND COMMUNICATIVE
DISORDERS AND STROKE

- FY '75 Funding of Adolescence Research: \$6 million
- Number of Adolescence Research Projects Sponsored in FY '75: 56

Mission

The mission of the National Institute of Neurological and Communicative Disorders and Stroke (NINCDS) is to further basic and applied research on neurological and communicative disorders and stroke during the adolescent period. Special research attention is devoted to treatment and rehabilitation of neurological and communicative disorders to enable effected adolescents to achieve fullest realization of their social and vocational potentials.

Priority has been given to the following issues: (1) neurologic developmental abnormalities (cerebral palsy, mental retardation, epilepsy, learning disorders and the neurologic aspects of autism); (2) communicative disorders; (3) degenerative, demyelinating, metabolic and nutritional disorders of the brain, nerve and muscles; (4) traumatic and vascular disorders which produce neurological disability; (5) viral and other infections of the nervous system; (6) cerebral neoplasms; and (7) neural prosthesis research.

Fiscal Year '75

Not quite two-thirds of NINCDS's projects were funded as competitive grants. The projects were evenly divided among basic and applied research, and a multidisciplinary approach was used in 30.4 percent. Other methodologies specified in more than 10 percent of the successful proposals include longitudinal studies and pre- and post-test designs. Most of the research focused on the development of the child or adolescent, primarily physical development. Within physical development, physical disease and sensory processes were the areas upon which there was most often concentration. Another primary focus that represented a significant portion of their projects were health or welfare services.

NINCDS

PROJECT CHARACTERISTICS: FY '75

- Funding: \$6 million
- Number of Projects: 56

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY^b</u>			
Agreement			
Contract	19	33.9	2,757,476
Competitive	17	30.4	2,757,476
8-A Minority	--	--	--
Sole Source	--	--	--
Grant	35	62.5	3,191,228
Competitive	35	62.5	3,191,228
Non-Competitive	--	--	--
Intramural	2	3.6	0
<u>TYPE OF RESEARCH^b</u>			
Basic	28	50.0	1,849,301
Applied Research	28	50.0	4,099,403
Evaluation	--	--	--
Research Dissemination	--	--	--
Research on Policy	--	--	--
<u>METHODOLOGIES^c</u>			
Longitudinal	6	10.7	263,851
Pre-Test, Post-Test	8	14.3	1,862,046
Case Study	--	--	--
Multidisciplinary	17	30.4	3,341,347
Observational Techniques	--	--	--
Interview Techniques	1	1.8	33,175
Use of Questionnaires	3	5.4	228,555
Survey Techniques	3	5.4	9,985

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

RESEARCH FOCI

● Funding: \$6 million

● Number of Projects: 56

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	35	62.5	2,593,212
Physical Development	19	33.9	1,575,339
Cognitive Development	10	17.9	882,761
Socioemotional Development	--	--	---
Family	--	--	---
Neighborhood	--	--	---
Broader Social Environments	--	--	---
Study of Research Methods	4	7.1	83,584
Health/Welfare Services	17	30.4	3,271,908
Educational Institutions	--	--	---
Secondary School			
Post-Secondary School			
Vocational/Technical Schools			
Juvenile Justice Institutions	--	--	---
Breakdown of Largest Primary Focus Category: Physical Development			
Body Growth	4	7.1	59,743
Motor Development	8	14.3	470,518
Sensory Processes	21	37.5	1,920,763
Physical Characteristics	7	12.5	756,902
Handicapping Conditions	5	8.9	290,404
Physical Disease	29	51.8	3,483,017
Nutrition Studies	1	1.8	0
Genetics Studies	2	3.6	0
Epidemiology Studies	1	1.8	0
Health Issues: Pregnancy, Childbirth	1	1.8	0

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Plans for Fiscal Year '76

Within NINCDS's basic goal of research in the area of physical and infectious disease, head trauma and stroke, activity in the areas of autism, mental retardation, learning disabilities, cognitive development, body growth, and hyperkinesia will be maintained. There are other plans to continue addressing aural and neurological handicap problems. Techniques to be utilized at a low level include intelligence tests, academic achievement measures and longitudinal techniques. The major disciplinary emphasis at NINCDS will continue to be biological.

BUREAU OF COMMUNITY HEALTH SERVICES
HEALTH SERVICES ADMINISTRATION
PUBLIC HEALTH SERVICE, DHEW

- FY '75 Funding of Adolescence Research: \$1.7 million
- Number of Adolescence Research Projects Sponsored in FY '75: 34

Mission

The Bureau of Community Health Services³ receives its authority to sponsor research and evaluation studies from Title 5, Section 512, of the Social Security Act. Within this context BCHS Maternal and Child Health and Crippled Children's Research program has been committed to investigate problems related to teenage pregnancy, the handicapped, and retarded adolescents. In addition, the research grants program supports scientific studies that show the promise of improving the operation, functioning, general usefulness and effectiveness of health services for mothers and children.

Fiscal Year '75

All of BCHS's projects involving adolescents were funded as competitive grants. Although their research spanned each of the research categories, the heaviest concentration was in applied research. Interview techniques were the most popular of the methodologies mentioned in project proposals. The primary focus of the BCHS projects fall almost exclusively into either health/welfare services or physical development. Further breakdown shows that projects looking at or demonstrating health or medical services for adolescents predominated over those more focused on welfare services.

³ Much of the activity reported here is sponsored by the Maternal and Child Health division within the Bureau.

BCHS

PROJECT CHARACTERISTICS: FY '75

- Funding: \$1.7 million
- Number of Projects: 34

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY^b</u>			
Agreement			
Contract			
Competitive			
8-A Minority			
Sole Source			
Grant	34	100.0	1,696,174
Competitive	34	100.0	1,696,174
Non-Competitive	--	--	--
Intramural			
<u>TYPE OF RESEARCH^b</u>			
Basic	8	23.5	385,693
Applied Research	14	41.2	741,928
Evaluation	4	11.8	146,443
Research Dissemination	2	5.9	169,637
Research on Policy	6	17.7	252,473
<u>METHODOLOGIES^c</u>			
Longitudinal	5	14.7	89,903
Pre-Test, Post-Test	6	17.7	246,809
Case Study	--	--	--
Multidisciplinary	--	--	--
Observational Techniques	2	5.9	0
Interview Techniques	15	44.1	712,809
Use of Questionnaires	10	29.4	495,770
Survey Techniques	1	2.9	75,005

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

BCHS
RESEARCH FOCI

● Funding: \$1.7 million

● Number of Projects: 34

Primary Focus ^a	Number of Projects (%)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	9	26.5	555,330
Physical Development	7	20.6	555,330
Cognitive Development	--	--	--
Socioemotional Development	--	--	--
Family	--	--	--
Neighborhood	--	--	--
Broader Social Environments	--	--	--
Study of Research Methods	1	2.9	35,872
Health/Welfare Services	23	67.7	1,042,254
Educational Institutions	1	2.9	62,718
Secondary School	1	2.9	62,718
Post-Secondary School	--	--	--
Vocational/Technical Schools	--	--	--
Juvenile Justice Institutions	--	--	--
Breakdown of Largest Primary Focus Category: Health/Welfare Services			
Health, Medical Services	23	67.7	1,104,972
Preventive Health Service	1	2.9	36,901
Pre-, Post-Natal Health Care	2	5.9	40,459
Family Planning Services	3	8.8	11,253
Mental Health Services	1	2.9	156,389
Welfare Services	1	2.9	0
Child Abuse Services	1	2.9	0

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Plans for Fiscal Year '76

The BCHS will remain very interested in how the use of the drugs heroin and marijuana affect the outcomes of adolescent pregnancies. In addition, language development for the deaf, nutritional problems, knowledge, attitudes and behavior surrounding physiological development, and the availability and utilization of health services will be the subject of focused attention in FY '76. Objectives of high priority will be to study physical development, the physically handicapped, the mentally retarded, and to research and develop information on parenting skills, and school health programs. Although BCHS is interested in all demographic and ethnic sections of the country, a special emphasis is being placed on rural populations in FY '76. The only major alterations with respect to the distribution of interest regarding research methodologies, will be a high level of involvement in research of program evaluation methods and a low level of involvement in development of tests and measures.

SOCIAL AND REHABILITATION SERVICE

- FY '75 Funding of Adolescence Research: \$.6 million
- Number of Adolescence Research Projects Sponsored in FY '75: 6

Mission

The Social and Rehabilitation Service derives its foundation from the original Social Security Act of 1935. Established as the conduit for providing social services outlined within the Act, its research mandate consequently focuses upon the affected populations: the impoverished, the physically handicapped, or those in some way dependent upon social services for guidance and support. Its legacy makes it the most experienced of the Federal agencies with these populations.

The goal of SRS research efforts as set forth in the Social Security Act and the Vocational and Rehabilitation Act is to discover, test, demonstrate and promote the utilization of new social and rehabilitation service concepts which will provide service to dependent and vulnerable populations: the poor, the handicapped, the aged, and children and youth.

Fiscal Year '75

All six adolescence projects in SRS were sponsored through competitive grants. There are two projects in each category: Basic, applied and evaluation. Half of the projects intended to use interview techniques, while one-third mentioned survey techniques. All but one project focused on health or welfare services; this included preventive health services, foster care, child abuse services and delinquency services.

Plans for Fiscal Year '76

The '76 fiscal year should show increased activity in the areas of physically handicapped, emotionally handicapped and intellectually handicapped. Particular focus will be directed toward adolescent parents and the poor or

SRS

PROJECT CHARACTERISTICS: FY '75

- Funding: \$.6 million
- Number of Projects: 6

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY</u> ^b			
Agreement			
Contract			
Competitive			
8-A Minority			
Sole Source			
Grant	6	100.0	593,354
Competitive	6	100.0	593,354
Non-Competitive	--	--	--
Intramural			
<u>TYPE OF RESEARCH</u> ^b			
Basic	2	33.3	283,907
Applied Research	2	33.3	90,000
Evaluation	2	33.3	219,447
Research Dissemination	--	--	--
Research on Policy	--	--	--
<u>METHODOLOGIES</u> ^c			
Longitudinal	--	--	--
Pre-Test, Post-Test	--	--	--
Case Study	--	--	--
Multidisciplinary	--	--	--
Observational Techniques	--	--	--
Interview Techniques	3	50.0	328,354
Use of Questionnaires	1	16.7	99,989
Survey Techniques	2	33.3	358,918

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

SRS
RESEARCH FOCI

● Funding: \$.6 million

● Number of Projects: 6

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	--	--	--
Physical Development			
Cognitive Development			
Socioemotional Development			
Family	--	--	--
Neighborhood	--	--	--
Broader Social Environments	--	--	--
Study of Research Methods	--	--	--
Health/Welfare Services	5	83.3	493,365
Educational Institutions	--	--	--
Secondary School			
Post-Secondary School			
Vocational/Technical Schools			
Juvenile Justice Institutions	1	16.7	99,989
Breakdown of Largest Primary Focus Category: Health/Welfare Services			
Health, Medical Services	2	33.3	134,447
Preventive Health Services	2	33.3	134,447
Welfare Services	3	50.0	358,918
Foster Care	1	16.7	175,000
Child Abuse Services	1	16.7	183,918
Delinquency Services	1	16.7	99,989

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

disadvantaged populations. The subject areas concerning the availability and utilization of health services and the issues and development of special education will show increased levels of activity as will the issue of birth control. Research on methodologies will remain at the same moderate level of activity.

NATIONAL INSTITUTE OF EDUCATION

- FY '75 Funding of Adolescence Research: \$43.2 million
- Number of Adolescence Research Projects Sponsored in FY '75: 345

Mission

The National Institute of Education was created by the passage and signing of PL 92-318, Part A--Education Division of the Department of Health, Education, and Welfare. Part E, Section 405 of the bill called upon the director of the newly created Institute to conduct, collect, and disseminate educational research, to train educational researchers, and to assist in effecting these tasks through the sponsorship of grants, contracts, and technical assistance to any qualified public or private organizations, institutions, or individuals. Like similar institutes in other industrial societies, the NIE has as its goal the amelioration of the problems of American children through education, the advancement of the practice of education as an art, as a science, as a profession, and the strengthening of the scientific foundations of education through the construction of an effective research and development system.

Adolescence research is not a separate priority of NIE, but research relating to adolescence is undertaken insofar as it relates to the following priority, goal-oriented activities:

Dissemination: The NIE dissemination effort provides information on the results of educational research and development. To assure that these results are implemented in the classroom, grants and contracts are made with state education agencies and other agencies to assist in the development of comprehensive dissemination programs. NIE also disseminates materials through its ERIC Clearinghouse, e.g., the ERIC Clearinghouse in Career Education.

Basic Skills: In order to improve basic learning skills, NIE funds research activities aimed at: establishing benchmarks of competency in basic skills; determining causes for failure to attain adequate levels of competence in basic skills; improving instruction in the schools for teaching reading and mathematics; and replicating successes in classrooms where the need is greatest.

Educational Equity: Equality of educational opportunity is denied many children because of their language or ethnic background, sex or economic status. To address these problems, NIE undertakes activities devoted to improving bilingual and multicultural programs in both elementary and secondary schools, improving teacher practices, expanding the range of educational options available to women, and improving learning opportunities for children, particularly for those in metropolitan areas.

Education and Work: NIE supports programs which prepare students with the knowledge, information, and skills for choosing and pursuing a career. Specifically, activities are provided to improve current guidance, counseling, and placement programs and to increase career awareness among children. Special emphasis is placed on finding new ways of involving students in work experiences at the high school level. An Experience Based Career Education Program conducts projects aimed at developing an alternative to traditional high school programs emphasizing learning through direct experience in a variety of employment settings.

Finance, Productivity and Management: Grants and contracts are awarded to states and educational institutions to support school finance reform activities, provide a more efficient use of educational resources, and help school systems improve their organization and management. Examples of projects in this area include the use of satellite facilities to provide educational services to persons in remote geographic areas, and the Experimental Schools program which develops and tests alternative forms of school programs and systems.

Fiscal Year '75

Funding at NIE was channeled through 44 percent contracts and 55.9 percent grants. Of all their projects, 75.9 percent were competitively negotiated. Type of research designations fell into all five categories with applied research having almost twice as much as the second largest category, basic research. Interview techniques were used in 20.6 percent of the projects, while questionnaires, pre- and post-test design and survey techniques were used less frequently. The primary focus of NIE's projects was overwhelmingly upon educational institutions; with educational curriculum and teaching techniques the major concerns.

NIE
PROJECT CHARACTERISTICS: FY '75

- Funding: \$43.2 million
- Number of Projects: 345

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
FUNDING CATEGORY^b			
Agreement			
Contract	152	44.1	33,727,773
Competitive	85	24.6	16,890,775
8-A Minority	1	.3	87,008
Sole Source	65	18.8	16,749,442
Grant	193	55.9	9,428,067
Competitive	177	51.3	6,521,979
Non-Competitive	13	3.8	2,646,083
Intramural			
TYPE OF RESEARCH^b			
Basic	79	22.9	622,614
Applied Research	156	45.2	29,400,032
Evaluation	52	15.1	7,950,074
Research Dissemination	45	13.0	4,649,253
Research on Policy	13	3.8	533,867
METHODOLOGIES^c			
Longitudinal	13	3.8	866,252
Pre-Test, Post-Test	43	12.5	2,434,384
Case Study	1	.3	289,270
Multidisciplinary	1	.3	0
Observational Techniques	30	8.7	2,808,322
Interview Techniques	71	20.6	8,879,880
Use of Questionnaires	56	16.2	4,611,246
Survey Techniques	41	11.9	2,315,330

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

NIE
RESEARCH FOCI

● Funding: \$43.2 million

● Number of Projects: 345

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	49	14.2	102,017
Physical Development	3	.9	1,539
Cognitive Development	31	9.0	100,478
Socioemotional Development	13	3.8	0
Family	2	.6	0
Neighborhood	--	--	--
Broader Social Environments	15	4.4	0
Study of Research Methods	35	10.1	1,649,214
Health/Welfare Services	--	--	--
Educational Institutions	244	70.7	41,404,609
Secondary School	33	9.6	7,053,572
Post-Secondary School	23	6.7	1,510,000
Vocational/Technical Schools	--	--	--
Juvenile Justice Institutions	--	--	--
Breakdown of Largest Primary Focus Category: Educational Institutions			
Educational Curriculum	145	42.0	25,617,405
Teaching Techniques	130	37.7	27,399,042
Treatment or Procedures	18	5.2	1,927,136
Materials or Equipment	59	17.1	18,335,042
Other Program Policy	108	31.3	8,970,702
Desegregation	6	1.7	159,784
Mainstreaming	1	.3	0
Parent Involvement	15	4.4	1,156,680
Youth Involvement	3	.9	74,692

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Plans for Fiscal Year '76

The NIE will maintain its presently low profile with respect to both the physically and the emotionally handicapped. Similarly, within the area of the intellectually handicapping problems, its level of activity concerning adolescents who are retarded or who have learning disabilities will remain at a low or a medium level. As has been the case in FY '74 and FY '75, moderately high attention will be paid to problems surrounding those who are academically slow, those who drop out of school, and those who are bilingual.

Consistent with FY '75, very high attention will be paid to the areas of adolescent cognitive development: thought processes, perception/attention, and language development. Moderate activity will continue with respect to projects on adolescent socioemotional development, the influences of family interaction, the local neighborhood and mass media. More interest will continue to be shown on remedial reading than upon such problems as hyperkinesia. A high level of activity will be funded for research on innovative education within schools including investigations of alternatives to schools, work experience, career education, and on-the-job skill development. Energy will also be invested in researching methodologies. In comparison to other agencies, the NIE will continue to maintain a relatively high degree of activity in basic research which would employ the social science disciplines of history (analysis of precedent), sociology, and political science in addition to that of psychology.

OFFICE OF CHILD DEVELOPMENT
OFFICE OF HUMAN DEVELOPMENT,
OFFICE OF THE SECRETARY, DHEW

- FY '75 Funding of Adolescence Research: \$17.3
- Number of Adolescent Research Projects Sponsored in FY '75: 128

Mission

The Office of Child Development advises the Federal government on matters pertaining to the care and development of children and assists in the development of national policies and programs designed to have an impact on the well-being of children and their families. Through activities such as the development of model legislation and standards, the provision of technical assistance, and the conduct of demonstration projects, OCD seeks to stimulate institutional changes at the Federal, state and local levels in order to improve the delivery of services to children and families, particularly those children and families who are most at risk due to economic disadvantage or other vulnerabilities. Research which can include children in the age range represented in this report is directed at the needs of particular populations of vulnerable children such as the abused or neglected, children in foster care, children in need of adoptive homes, and children in institutions.

Fiscal Year '75

Most of OCD's projects were funded as grants, the majority of which were competitively negotiated. Applied research was the most common type of research purpose, representing 65.6 percent of the agency's total. The most frequently used methodologies were interview techniques, questionnaires, and pre- and post-test designs. Health/welfare services was the area of primary focus for 65.6 percent of the projects. More detailed breakdowns of these indicate a substantial interest in child abuse services and advocacy services.

OCD

PROJECT CHARACTERISTICS: FY '75

- Funding: \$17.3
- Number of Projects: 128

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY^b</u>			
Agreement			
Contract	6	4.7	1,403,103
Competitive	3	2.3	984,959
8-A Minority	--	--	--
Sole Source	1	.8	170,691
Grant	122	95.3	15,871,510
Competitive	83	64.8	9,637,942
Non-Competitive	--	--	--
Intramural			
<u>TYPE OF RESEARCH^b</u>			
Basic	26	20.3	2,548,605
Applied Research	84	65.6	12,671,357
Evaluation	7	5.5	623,093
Research Dissemination	9	7.0	1,210,888
Research on Policy	2	1.6	247,670
<u>METHODOLOGIES^c</u>			
Longitudinal	5	3.9	634,499
Pre-Test, Post-Test	16	12.5	1,751,772
Case Study	2	1.6	277,489
Multidisciplinary	15	11.7	2,791,467
Observational Techniques	9	7.0	951,517
Interview Techniques	30	23.4	3,646,782
Use of Questionnaires	20	15.6	2,455,399
Survey Techniques	11	8.6	1,329,826

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

OCD
RESEARCH FOCI

● Funding: \$17 million

● Number of Projects: 128

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	8	6.3	825,392
Physical Development	1	.8	148,240
Cognitive Development	--	--	--
Socioemotional Development	4	3.1	224,103
Family	13	10.2	1,080,885
Neighborhood	--	--	--
Broader Social Environments	1	.8	108,913
Study of Research Methods	9	7.0	1,373,147
Health/Welfare Services	84	65.6	11,897,905
Educational Institutions	13	10.2	2,015,371
Secondary School	--	--	--
Post-Secondary School	--	--	--
Vocational/Technical Schools	--	--	--
Juvenile Justice Institutions	--	--	--
Breakdown of Largest Primary Focus Category: Health/Welfare Services			
Preventive Health Services	1	.8	102,053
Pre-, Post-Natal Health Care	2	1.6	211,964
Family Planning Services	2	1.6	155,000
Mental Health Services	8	6.2	628,999
Foster Care	13	10.1	1,422,033
Adoptive Services	10	7.8	810,333
Child Abuse Services	56	43.4	9,956,969
Employment Services	1	.8	250,000
Emergency Services	11	8.5	1,576,213
Advocacy	23	17.8	3,152,126
Delinquency Services	6	4.7	871,621
Recreation	3	2.3	90,000
Law Enforcement	3	2.3	167,982

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Plans for Fiscal Year '76

OCD will maintain a moderately high level of activity in issues involving the mentally retarded, learning disabled, academically slow, school drop-outs, and the bilingual. Broad interest will continue with respect to cognitive development (language, thought processes, perception, attention, decision-making) as well as several aspects of social development (personality, emotional development, attitudes and behavior). High interest will be maintained in the problems of the poor and the inner city. High interest in FY '76 will also be focused upon abused or neglected adolescents, the family structure, family functions, parenting skills, the general influences of the social/cultural environment, developing "developmental continuity" within the schools, analyzing program evaluation methods, the development of tests, measures and methods to improve comparability.

No change is to be expected with respect to methodological emphases. The use of intelligence and academic achievement tests will not take precedence over the use of other techniques. An interest in the secondary analysis of data will be evident in OCD activities.

REHABILITATION SERVICES ADMINISTRATION

- FY '75 Funding of Adolescence Research: \$.8 million
- Number of Adolescence Research Projects Sponsored in FY '75: 8

Mission

Under section 402 D of the Rehabilitation Act (PL 93-112) provision is delineated for research and demonstration in the area of rehabilitation. The purpose of the activities and thus the major goals of the Rehabilitation Services Administration are: the development of new knowledge concerning the rehabilitation of handicapped individuals, the evaluation of existing knowledge in new settings, and the utilization of such knowledge in the delivery of vocational rehabilitation services. Included within the scope of research are medical and other scientific, technical, methodological, and other investigations into the nature of disability, methods of analyzing disability, ways of ameliorating handicapping conditions, and restorative techniques; studies and analyses of industrial, vocational, social, psychological, economic and other factors affecting the rehabilitation of handicapped individuals; studies of special problems of homebound and institutionalized individuals; studies and analyses of architectural and engineering design adapted to meet the special needs of handicapped individuals; and related activities which hold promise of increasing knowledge and improving methods in the rehabilitation of handicapped individuals especially those with the most severe handicaps.⁵

Fiscal Year '75

All eight RSA projects affecting adolescents were funded as grants, seven negotiated non-competitively. These breakdown to five applied research projects, two evaluation projects and one basic research project, using longitudinal, interview, and questionnaire techniques. Five of the eight projects focused

⁵Federal Register 39#235 (Thursday, December 5, 1974), 42500-1.

RSA

PROJECT CHARACTERISTICS: FY '75

- Funding: \$.8 million
- Number of Projects: 8

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY</u> ^b			
Agreement			
Contract			
Competitive			
8-A Minority			
Sole Source			
Grant	8	100.0	82,328
Competitive	1	12.5	60,000
Non-Competitive	7	87.5	22,328
Intramural			
<u>TYPE OF RESEARCH</u> ^b			
Basic	1	12.5	5,828
Applied Research	5	62.5	60,000
Evaluation	2	25.0	16,500
Research Dissemination	--	--	--
Research on Policy	--	--	--
<u>METHODOLOGIES</u> ^c			
Longitudinal	1	12.5	0
Pre-Test, Post-Test	--	--	--
Case Study	--	--	--
Multidisciplinary	--	--	--
Observational Techniques	--	--	--
Interview Techniques	2	25.0	16,500
Use of Questionnaires	1	12.5	16,500
Survey Techniques	--	--	--

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

RSA
RESEARCH FOCI

● Funding: \$.8 million

● Number of Projects: 8

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	1	12.5	5,828
Physical Development	--	--	--
Cognitive Development	1	12.5	5,828
Socioemotional Development	--	--	--
Family	--	--	--
Neighborhood	--	--	--
Broader Social Environments	--	--	--
Study of Research Methods	--	--	--
Health/Welfare Services	5	62.5	60,000
Educational Institutions	2	25.0	16,500
Secondary School	2	25.0	16,500
Post-Secondary School	--	--	--
Vocational/Technical Schools	--	--	--
Juvenile Justice Institutions	--	--	--
Breakdown of Largest Primary Focus Category: Health/Welfare Services			
Health, Medical Services	5	62.5	60,000
Mental Health Services	1	12.5	0

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

on health or welfare services. Two focused on educational institutions and one on cognitive development.

THE OFFICE OF EDUCATION

- FY '75 Funding of Adolescence Research: \$ 129.2 million
- Number of Adolescence Research Projects Sponsored in FY '75: 1,013

Mission

The Office of Education plays two broadly defined roles: first as an administrator for legislative programs dealing with schools and school systems, and second, as an advocative organization in the field of education. Its legislative mandate requests that OE be an active participant in sponsoring research (which can include basic research) in the fields of vocational education and education of the handicapped. In addition, however, many of OE's other activities are expressed within the definitions of "development," which may include evaluation, planning, pilot, and experimental projects.

The Office of Education collects facts and statistics to show the condition and progress of education, diffuses information to aid in the establishment and maintenance of efficient school systems and generally promotes the cause of education. Related functions delegated to OE include the responsibility for Federal financial assistance to education and for special studies and programs. This report will describe seven subsections within OE which engage in research or development and demonstration activities affecting adolescents: The Bureau of Education for the Handicapped, the Bureau of School Systems, the Office of Indian Education, the Bureau of Occupational and Adult Education, the Office of Planning, Budgeting, and Evaluation, the Right-To-Read Effort, and the Office of Career Education. Their missions, activities and interests are outlined below.

OFFICE OF PLANNING, BUDGETING, AND EVALUATION
U.S. OFFICE OF EDUCATION, DHEW

- FY '75 Funding of Adolescence Research: \$7.3 million
- Number of Adolescence Research Projects Sponsored in FY '75: 24

Mission

This office has primary responsibility for planning, budgeting, and evaluation of the overall Office of Education programs. It also guides and coordinates the various sections of OE in their planning, budgeting, evaluating, and establishing of objectives. Primary emphasis is placed on conducting evaluations of Office of Education programs. OPBE prepares the analytical studies necessary for the planning of educational policy and specifies the kind of information which should be collected for the evaluation of Federal programs in elementary, secondary, post-secondary, vocational, and special education. OPBE also prepares program memoranda, special studies, and analyses supporting the OE five-year program and financial plan.

Fiscal Year '75

All of OPBE's projects were competitive contracts. The majority were evaluation research projects. In descending order, methodologies most commonly cited in project proposals were: interviews, questionnaires, surveys, and pre- and post-test designs. Most projects focused on educational institutions, concentrating most often on the evaluation of educational curriculum and teaching techniques.

Plans for Fiscal Year '76

A new area of involvement in FY '76 will be issues of intellectual handicaps. Activity in the problems of language development, and migratory populations will decrease, while bilingual education will remain high.

OPBE

PROJECT CHARACTERISTICS: FY '75

- Funding: \$7.3 million
- Number of Projects: 24

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY</u> ^b			
Agreement			
Contract	24	100.0	7,346,229
Competitive	24	100.0	7,346,229
8-A Minority			
Sole Source			
Grant			
Competitive			
Non-Competitive			
Intramural			
<u>TYPE OF RESEARCH</u> ^b			
Basic	1	4.2	191,355
Applied Research	1	4.2	665,730
Evaluation	16	66.7	5,900,829
Research Dissemination	2	8.3	194,829
Research on Policy	4	16.7	393,486
<u>METHODOLOGIES</u> ^c			
Longitudinal	3	12.5	2,448,355
Pre-Test, Post-Test	7	29.2	3,720,439
Case Study	--	--	--
Multidisciplinary	--	--	--
Observational Techniques	1	4.2	852,089
Interview Techniques	15	62.5	3,639,057
Use of Questionnaires	15	62.5	6,318,057
Survey Techniques	8	33.6	2,239,449

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

OPBE
RESEARCH FOCI

- Funding: \$7.3 million
- Number of Projects: 24

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	--	--	--
Physical Development			
Cognitive Development			
Socioemotional Development			
Family	--	--	--
Neighborhood	--	--	--
Broader Social Environments	1	4.2	677,200
Study of Research Methods	1	4.2	12,337
Health/Welfare Services	--	--	--
Educational Institutions	22	91.7	6,656,692
Secondary School	3	12.5	400,215
Post-Secondary School	3	12.5	236,788
Vocational/Technical Schools	1	4.2	25,139
Juvenile Justice Institutions			
Breakdown of Largest Primary Focus Category: Educational Institu- tions			
Educational Curriculum	13	54.2	5,388,616
Teaching Techniques	8	33.3	2,391,041
Treatment or Procedures	3	12.5	376,957
Materials or Equipment	5	20.8	1,804,767
Other Program Policy	13	54.2	4,447,114
Desegregation	2	8.3	2,257,000
Mainstreaming	2	4.2	211,135
Parent Involvement	1	4.2	399,481
Youth Involvement	1	4.2	25,139

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION

- FY '75 Funding of Adolescence Research: \$7.6 million
- Number of Adolescence Research Projects Sponsored in FY '75: 173

Mission

Section 131(a) of Part C of the Vocational Educational Amendments of 1968 (PL 90-576) authorizes funds for research in vocational education. The Commissioner of Education is authorized to allocate 50 percent of the research and training under Part C directly to non-profit agencies and institutions. The law authorizes funds to do research in vocational education, to sponsor training programs designed to familiarize participants with vocational education research, to establish experimental, demonstration, developmental and pilot projects, to develop new vocational education curricula and to identify opportunities requiring less than professional training in such fields as mental and physical health, crime prevention and correction, child care, and recreation.

Goals of the BOAE Center for Adult, Vocational, Technical, and Manpower Education include the improvement and expansion of vocational education, guidance, counseling, placement, and follow-up systems, and the integration of handicapped students into vocational education programs. The research areas related to this mission include curricula studies (e.g., the development of individualized and performance-oriented curricula), the identification of emerging occupations and the curriculum and manpower needs emanating from them, and lastly, the identification of a common core of basic skills for occupational clusters. In sum, the research includes studies relating to five areas: (1) administration of vocational education at the state level; (2) administration of vocational education at the local level; (3) comprehensive systems of guidance, counseling, placement, and following-through services; (4) educational personnel serving the educationally disadvantaged, handicapped, and minorities; and (5) curriculum, demonstration, and installation studies.

highest concern will probably continue to be directed toward the poor or "disadvantaged" Americans and a lower level toward the middle-class. Influences of the family and influences of the physical environment will no longer be an area of research activity. High degrees of activity will continue to surround innovative education and desegregation, with increased interest in remedial reading and school programs for delinquents. Among research and evaluation techniques, the most frequently utilized is likely to be those of survey analysis, interviews and questionnaires, with an emphasis upon psychological issues. Research on methods of program evaluation will receive high priority. Activity will be initiated at OPBE in the areas of work experience and career education which will include career orientation and guidance, in-school vocational/technical education and on-the-job skill development.

BOAE

PROJECT CHARACTERISTICS: FY '75

- Funding: \$7.6 million
- Number of Projects: 173

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY</u> ^b			
Agreement			
Contract	9	5.2	1,828,045
Competitive	5	2.9	728,558
8-A Minority	1	.6	150,000
Sole Source	2	3.2	356,699
Grant	164	94.8	5,756,822
Competitive	164	94.8	5,756,822
Non-Competitive	--	--	--
Intramural			
<u>TYPE OF RESEARCH</u> ^b			
Basic	4	2.3	219,977
Applied Research	157	90.8	5,922,582
Evaluation	7	4.1	1,183,168
Research Dissemination	4	2.3	25,821
Research on Policy	1	.6	233,319
<u>METHODOLOGIES</u> ^c			
Longitudinal	3	1.7	90,000
Pre-Test, Post-Test	29	16.8	1,202,776
Case Study	1	.6	169,161
Multidisciplinary	1	.6	0
Observational Techniques	4	2.3	22,069
Interview Techniques	19	11.0	497,960
Use of Questionnaires	22	12.7	429,607
Survey Techniques	27	15.6	1,301,050

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

BOAE
RESEARCH FOCI

- Funding: \$8.1 million
- Number of Projects: 173

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	5	2.9	0
Physical Development	--	--	--
Cognitive Development	--	--	--
Socioemotional Development	3	1.7	0
Family	--	--	--
Neighborhood	--	--	--
Broader Social Environments	--	--	--
Study of Research Methods	13	7.5	761,780
Health/Welfare Services	5	2.9	103,629
Educational Institutions	150	86.7	6,719,458
Secondary School	51	29.5	1,075,633
Post-Secondary School	16	9.3	512,209
Vocational/Technical Schools	1	.6	0
Juvenile Justice Institutions	--	--	--
Breakdown of Largest Primary Focus Category: Educational Institutions			
Educational Curriculum	161	93.1	7,393,637
Teaching Techniques	57	33.0	1,024,946
Treatment or Procedures	46	26.6	1,760,741
Materials or Equipment	60	34.7	2,072,893
Other Program Policy	16	9.3	989,058
Mainstreaming	2	1.2	32,937
Parent Involvement	4	2.3	0
Youth Involvement	3	1.7	106,964

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Fiscal Year '75

Most of BOAE's projects were funded on a competitive grant basis and fell into the applied research category. The most often used methodologies included: pre- and post-test design, survey techniques, questionnaires, and interviews. Educational institutions were the major focus with especially strong emphasis on secondary schools. Within educational institutions, the predominant topic concerned curriculum, for this played a role in 93 percent of all the BOAE projects. Important emphasis was also being placed on teaching techniques, treatment and materials, each of which was included in a minimum of one-fourth of the projects.

Plans for Fiscal Year '76

Higher levels of interest should be evident concerning hearing, speech and sight problems, all the areas of intellectual handicaps, and the areas of adolescent parents, and alternatives to schools.¹ A comparatively low profile of interest will be maintained in the areas of emotionally handicapping problems, adolescents who abuse drugs or who are abused and neglected, cognitive development, voucher plans and innovations in equipment. The higher levels of activity may move toward experiments in "open" classrooms, work experience, in-school vocational or technical education, on-the-job skill development, and comprehensive systems of guidance, counseling, placement, and student follow-up services.

¹Specifically voluntary service by students and the schools without walls concept.

BUREAU OF EDUCATION FOR THE HANDICAPPED

- FY '75 Funding of Adolescence Research: \$32.1
- Number of Adolescent Research Projects Sponsored in FY '75: 143

Mission

It has been estimated that there are seven million children in the United States who are handicapped by blindness, deafness, speech problems, mental retardation, conditions of crippling, or other health impediments. The Bureau of Education for the Handicapped is dedicated to directly or indirectly seeing that all are being served educationally by the year 1980. Within the original pieces of legislation (PL 89-313 and PL 91-230) which mandate the programmatic aspects of this effort, provision was made under Title VI, Part E for research on the handicapped, including handicapped adolescents.

The mission of the Bureau of Education for the Handicapped is to insure that all handicapped children and youth receive appropriate educational services to enable them to develop their fullest potential and thereby reduce their degree of dependency. Research emphasis is placed on: (1) developing and demonstrating career education models relevant to both the job market and the abilities and aspirations of handicapped youth; (2) developing personnel training methods; and (3) investigating how the most severely handicapped youth can become as independent as possible by providing increased opportunities for self-development.

Fiscal Year '75

Research on Adolescence at BEH was comprised of 57 percent grants and 43 percent contracts, for the most part competitively negotiated (91.9%). The vast majority of the projects were for applied research purposes using a wide range of methodologies: observational techniques, questionnaires, interviews and pre- and post-test design. The primary focus of most projects (79.7%) was on educational institutions. Many of these were broadly

BEH

PROJECT CHARACTERISTICS: FY '75

● Funding: \$32.1 million

● Number of Projects: 148

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY^b</u>			
Agreement			
Contract	64	43.2	22,517,589
Competitive	60	40.5	21,408,498
8-A Minority	1	.7	570,000
Sole Source	2	1.6	539,091
Grant	85	57.4	9,572,709
Competitive	76	51.4	6,911,968
Non-Competitive	1	.7	375,115
Intramural			
<u>TYPE OF RESEARCH^b</u>			
Basic	14	9.5	421,886
Applied Research	116	78.4	28,598,758
Evaluation	6	4.1	767,806
Research Dissemination	10	6.8	1,684,984
Research on Policy	2	1.4	212,794
<u>METHODOLOGIES^c</u>			
Longitudinal	7	4.7	747,022
Pre-Test, Post-Test	43	12.1	6,065,687
Case Study	--	--	--
Multidisciplinary	5	3.4	948,515
Observational Techniques	20	13.5	5,518,964
Interview Techniques	19	12.8	3,794,611
Use of Questionnaires	20	13.5	4,246,707
Survey Techniques	11	7.4	2,307,046

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

BEH
RESEARCH FOCI

- Funding: \$32 million
- Number of Projects: 148

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	11	7.4	312,195
Physical Development	2	1.4	113,308
Cognitive Development	5	3.4	181,882
Socioemotional Development	3	2.0	17,005
Family	--	--	--
Neighborhood	1	.7	0
Broader Social Environments	--	--	--
Study of Research Methods	1	.7	0
Health/Welfare Services	17	11.5	1,769,159
Educational Institutions	118	79.7	29,604,874
Secondary School	3	2.0	376,375
Post-Secondary School	2	1.4	135,021
Vocational/Technical Schools	1	.7	933,206
Juvenile Justice Institutions	--	--	--
Breakdown of Largest Primary Focus Category: Educational Institutions			
Educational Curriculum	56	37.8	15,570,510
Teaching Techniques	60	40.5	13,575,615
Treatment or Procedures	56	37.8	16,601,574
Materials or Equipment	67	45.3	16,891,762
Other Program Policy	45	30.4	8,496,597
Deinstitutionalization	1	.7	10,147
Mainstreaming	28	18.9	4,831,165
Parent Involvement	18	12.2	3,287,062
Youth Involvement	1	.7	137,574

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

focused efforts with components involving more than one of the following categories: educational curriculum, teaching techniques, treatment procedures, materials, and equipment. In the area of program policy, mainstreaming and parent involvement were concerns of 18.9 percent and 12.2 percent of the projects, respectively.

Plans for Fiscal Year '76

In FY '76, BEH could be expected to maintain its present level of interest throughout the various aspects of handicaps: physical, emotional, and intellectual--with an emphasis on the autistic, the schizophrenic, the learning disabled, and the hyperkinetic. Among the areas of cognitive, socioemotional, or physical development, the primary charge will be increased research on language and the development of perception and attention. Especially high interest could be expressed over any new innovations in equipment, career education, on-the-job skill development, and in-school vocational or technical education. In addition, high attention will probably focus upon new research designs, while less attention will be paid to performance on standardized measures of academic achievement and intelligence tests.

OFFICE OF INDIAN EDUCATION

- FY '75 Funding of Adolescence Research: \$9.9 million
- Number of Adolescence Research Projects Sponsored in FY '75: 117

Mission

American Indians can be served through the efforts of Title I (Compensatory Education), Title III (Supplementary Services) or Title VII (Bilingual Education) of the Elementary and Secondary Education Act of 1965, and three other pieces of legislation: PL 93-638 (The Indian Self-Determination Act), PL 93-580 (authorizing the study of Indian affairs, and PL 92-318 (The Indian Education Act). This latter act established the Office of Indian Education and a National Advisory Council of Indian Education to help recommend policy on Indian education to Congress and the Commissioner of Education. The mission of the Office of Indian Education is to improve the quality of public education for Indian children.

Within Part B of the Indian Education Act the OIE is authorized to issue discretionary grants to any tribes and Indian organizations, state and local educational authorities to encourage projects which are designed to "test and demonstrate the effectiveness of programs for improving educational opportunities for Indian children, such as bilingual/bicultural educational programs and special (programs to ameliorate the) health, social, and psychological problems of Indian children."² The OIE has also been authorized to sponsor special educational project assistance to any school in the U.S. with more than 10 Indian children.

Fiscal Year '75

All of OIE's 117 projects were funded as competitive grants and were primarily for applied purposes. The pre and post-test design was intended for

²The Indian Education Act, 1972 (Washington, D.C.: Department of Health, Education, and Welfare, 1974), p. 3. (E Stock #1780-01311.)

OIE

PROJECT CHARACTERISTICS: FY '75

- Funding: \$9.9 million
- Number of Projects: 117

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY</u> ^b			
Agreement			
Contract			
Competitive			
8-A Minority			
Sole Source			
Grant	117	100.0	9,934,010
Competitive	117	100.0	9,934,010
Non-Competitive	--	--	--
Intramural			
<u>TYPE OF RESEARCH</u> ^b			
Basic	--	--	--
Applied Research	112	95.7	9,580,989
Evaluation	--	--	--
Research Dissemination	3	2.6	273,700
Research on Policy	2	1.7	79,321
<u>METHODOLOGIES</u> ^c			
Longitudinal	1	.9	128,700
Pre-Test, Post-Test	38	32.5	3,757,501
Case Study	--	--	--
Multidisciplinary	--	--	--
Observational Techniques	--	--	--
Interview Techniques	19	16.2	2,474,835
Use of Questionnaires	18	15.4	1,993,205
Survey Techniques	10	8.6	1,436,809

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

OIE
RESEARCH FOCI

● Funding: \$10 million

● Number of Projects: 117

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	--	--	--
Physical Development	--	--	--
Cognitive Development			
Socioemotional Development			
Family	--	--	--
Neighborhood			
Broader Social Environments			
Study of Research Methods			
Health/Welfare Services	5	4.3	506,493
Educational Institutions	111	94.9	9,406,197
Secondary School	14	12.0	830,563
Post-Secondary School	6	5.1	675,284
Vocational/Technical Schools	1	.9	52,000
Juvenile Justice Institutions	1	.9	21,320
Breakdown of Largest Primary Focus Category: Educational Institu- tions			
Educational Curriculum	113	96.6	9,650,310
Teaching Techniques	68	58.1	5,820,227
Treatment or Procedures	43	36.8	4,651,526
Materials or Equipment	57	48.7	5,239,593
Other Program Policy	72	61.5	5,616,646
Mainstreaming	1	.9	105,000
Parent Involvement	64	54.7	4,913,596
Youth Involvement	20	17.1	1,499,593

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

use in 32.5 percent of the projects, while interviews and questionnaires were mentioned in 16.2 percent and 15.4 percent of the project proposals, respectively. Most of OIE's projects were intervention programs focusing on educational institutions. Curriculum concerns were a component of most, while more than half dealt with teaching techniques. Parent involvement played a role in 54.7 percent.

Plans for Fiscal Year '76

No significant shifts in interest should be expected within the Office of Indian Education in FY '76. A low level can be predicted concerning problems such as the physically and emotionally handicapped, the retarded and those hindered by learning disabilities or physical diseases of one kind or another. Low levels also might be expected to continue with respect to equipment innovations, work experience, voluntary service and psychotherapy or psychological counseling.

However, medium interest levels can be expected with respect to the use of drugs, adolescents who are abused or neglected, the cognitive influences of perception and decision-making, all areas of socioemotional development and the influences of the family and the mass media. The highest attention within OIE should continue to focus upon those adolescents who are judged to be academically slow, those who drop out of school or those who are poor. The highest interest will continue on the subjects of language development, the problems stemming from not speaking English, remedial reading, hyperkinesia, thought processes and both physical and sociocultural environmental influences. As consistent with the OIE's mandate, the strongest focus will continue to be targeted toward native Americans whether living on reservations, in non-reservation rural areas, or in cities.

RIGHT-TO-READ EFFORT
U.S. OFFICE OF EDUCATION, DHEW

- FY '75 Funding of Adolescence Research: \$2.3 million
- Number of Adolescent Research Projects Sponsored in FY '75: 159

Mission

Title VII of PL 93-380 establishes the improvement of reading and the elimination of illiteracy as a national goal. This is known as the Right-To-Read Effort. Under Section 701 the Commissioner of Education is asked to provide assistance: (1) to state and local agency efforts to strengthen reading programs in the elementary grades; (2) for the development of educational staff; (3) in defining measurable objectives and evaluating progress toward them; (4) for building up the capacity of preschool reading skills; and lastly, (5) in promoting literacy among youths and adults.

Section 723 of the same act speaks directly to this fifth purpose by calling for the establishment of "Reading Academies." Under the provisions of the Act, the Right-To-Read Effort is called upon to make grants and enter into contracts with state and local educational agencies, universities, community organizations, and other nonprofit organizations having the capacity to provide instruction in reading to youths who do not otherwise receive assistance. Thus, the Right-To-Read Effort deals with a target population which includes push-outs, dropouts, juvenile offenders and others who need instruction in the basic skills.

The National Right-To-Read Effort is charged with the responsibility of demonstrating effective procedures for eliminating present functional illiteracy and for preventing its future occurrence. One goal is to create models which could provide corrective remediation for all those who are presently experiencing the results of being functionally illiterate.

Fiscal Year '75

All of Right-To-Read's research on adolescents was through applied research grants, negotiated primarily on a competitive basis. Longitudinal studies

Right-To-Read

PROJECT CHARACTERISTICS: FY '75

- Funding: \$2.3 million
- Number of Projects: 159

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY</u> ^b			
Agreement			
Contract			
Competitive			
8-A Minority			
Sole Source			
Grant	159	100.0	2,311,921
Competitive	148	93.1	1,653,955
Non-Competitive	2	1.3	0
Intramural			
<u>TYPE OF RESEARCH</u> ^b			
Basic	--	--	--
Applied Research	159	100.0	2,311,921
Evaluation	--	--	--
Research Dissemination	--	--	--
Research on Policy	--	--	--
<u>METHODOLOGIES</u> ^c			
Longitudinal	99	62.3	715,334
Pre-Test, Post-Test	79	49.7	1,084,908
Case Study	--	--	--
Multidisciplinary	--	--	--
Observational Techniques	16	10.1	178,902
Interview Techniques	7	4.4	408,339
Use of Questionnaires	13	8.2	312,135
Survey Techniques	6	3.8	0

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

RIGHT TO READ
RESEARCH FOCI

- Funding: \$2 million
- Number of Projects: 159

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	23	14.5	344,274
Physical Development	--	--	--
Cognitive Development	23	14.5	344,274
Socioemotional Development	--	--	--
Family	--	--	--
Neighborhood	--	--	--
Broader Social Environments	--	--	--
Study of Research Methods	--	--	--
Health/Welfare Services	--	--	--
Educational Institutions	136	85.5	1,967,647
Secondary School	16	10.1	81,323
Post-Secondary School	4	2.5	78,312
Vocational/Technical Schools	2	1.3	40,500
Juvenile Justice Institutions	--	--	--
Breakdown of Largest Primary Focus Category: Educational Institutions			
Educational Curriculum	159	100.0	2,311,921
Teaching Techniques	128	80.5	1,910,698
Treatment or Procedures	74	46.5	1,428,859
Materials or Equipment	62	39.0	721,652
Other Program Policy	87	54.7	799,983
Deinstitutionalization	1	.6	41,293
Parent Involvement	78	49.1	304,734
Youth Involvement	5	3.1	0

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

OFFICE OF EDUCATION
BUREAU OF SCHOOL SYSTEMS

- FY '75 Funding of Adolescence Research: \$62.1 million
- Number of Adolescent Research Projects Sponsored in FY '75: 321

Mission

Within the Office of Education the Bureau of School Systems serves as the parent organization for a number of divisions: Equal Educational Opportunity, Education for the Disadvantaged, Follow-Through, Bilingual Education, Plans and Supplementary Centers, Assistance in Federally-Affected Areas, State Assistance, Drug, Nutrition, Environmental, and Health Education, and Educational Technology.

As a result of Congressional initiative, new responsibility for the gifted and talented will soon be added. Of these, Plans and Supplementary Centers, Environmental Education, Bilingual Education, Follow-Through, and Educational Technology all make direct grants--the other Divisions make state formula grants. Within each of the Divisions making direct grants there are pilot, experimental and evaluation efforts being made and monitored in Washington, and thus, they fall within the purview of the Panel for Research and Development on Adolescence.

Fiscal Year '75

The Bureau of School Systems supported 321 adolescence research projects of which 99 percent were grants, primarily competitively negotiated. All of the projects were for applied purposes, almost entirely made up of intervention efforts. When breaking down the primary focus category of educational institutions, it becomes obvious that most projects included broad efforts involving the following components: educational curriculum, teaching techniques, treatment procedures, materials, equipment and other program policies. Judging from the proposals, there was an intention for parent involvement to play a role in virtually 84 percent of the projects.

and pre- and post-test designs were the most often listed methodologies. Eighty-five percent of their projects focused on education, and even those focusing on cognitive development involved educational curriculum. Many of the projects also dealt with teaching techniques, while parent involvement was a component in nearly half of the projects. e

Plans for Fiscal Year '76

The Right-To-Read Effort can be expected to maintain its strong interest in the problems of school dropouts, non-English speakers, the cognitive areas of language development, attention and perception, and the areas of socioemotional attitudes, and remedial reading. In addition, the effort will probably maintain a medium level of interest in parenting skills, speech and aurally handicapping problems, and the intellectual difficulties of the retarded, the learning disabled, and those who, for many reasons, have been categorized as being academically slow. Lastly, there are several foci which should receive increases in activity placing them among those areas already with high levels. They are the following: skills developed through on-the-job training, and the development of tests, measures and the methodologies of program evaluation. 2

BSS

PROJECT CHARACTERISTICS: FY '75

- Funding: \$62 million
- Number of Projects: 321

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY^b</u>			
Agreement			
Contract	3	.9	1,273,157
Competitive	3	.9	1,273,157
8-A Minority	--	--	--
Sole Source	--	--	--
Grant	318	99.1	60,634,428
Competitive	305	95.0	59,120,901
Non-Competitive	1	.3	10,964
Intramural			
<u>TYPE OF RESEARCH^b</u>			
Basic	--	--	--
Applied Research	321	100.0	61,907,585
Evaluation	--	--	--
Research Dissemination	--	--	--
Research on Policy	--	--	--
<u>METHODOLOGIES^c</u>			
Longitudinal	4	1.3	389,964
Pre-Test, Post-Test	259	80.7	53,858,331
Case Study	1	.3	58,050
Multidisciplinary	1	.3	40,756
Observational Techniques	34	10.6	9,306,573
Interview Techniques	31	9.7	6,088,661
Use of Questionnaires	43	13.4	11,519,976
Survey Techniques	14	4.4	2,895,001

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

BSS
RESEARCH FOCI

- Funding: \$62 million
- Number of Projects: 321

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	1	.3	83,100
Physical Development	1	.3	83,100
Cognitive Development	--	--	--
Socioemotional Development	--	--	--
Family	--	--	--
Neighborhood	--	--	--
Broader Social Environments	--	--	--
Study of Research Methods	1	.3	637,493
Health/Welfare Services	1	.3	184,336
Educational Institutions	318	99.1	61,002,656
Secondary School	54	16.8	7,775,937
Post-Secondary School	1	.3	788,821
Vocational/Technical Schools	7	2.2	1,078,561
Juvenile Justice Institutions	--	--	--
Breakdown of Largest Primary Focus Category: Educational Institutions			
Educational Curriculum	302	94.1	59,659,615
Teaching Techniques	284	88.5	59,060,277
Treatment or Procedures	39	12.2	5,388,241
Materials or Equipment	278	86.6	56,202,089
Other Program Policy	277	86.3	56,986,813
Deinstitutionalization	3	.9	200,688
Mainstreaming	12	3.7	653,205
Parent Involvement	270	84.1	56,603,516
Youth Involvement	2	.6	74,550

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Plans for Fiscal Year '76

The Bureau of School Systems, because of its constituent sections of Follow-Through and Bilingual Education, can be expected to maintain its present high levels of interest in bilingual problems, the language, thought and perceptual processes of cognitive development, in remedial reading, desegregation problems, guidance counseling, and academic achievement. Its activities should continue to affect most sectors of the disadvantaged adolescent populations: Spanish-speaking, migrants, immigrants, urban and ghetto dwellers, blacks and whites.

Lower attention levels can be expected to be maintained in the area of handicapping problems and social, emotional, and physical development problems. The area of abused and neglected adolescents is one of growing concern at BSS. The influences of the family, "open" classrooms and voucher proposals will be maintained as low level interests, along with the use of intelligence tests, self-concept measures, observational and longitudinal techniques, and specific social science disciplines.

OFFICE OF CAREER EDUCATION

- FY '75 Funding of Adolescence Research: \$8.5 million
- Number of Adolescence Research Projects Sponsored in FY '75: 71

Mission

In Section 406 of the Educational Amendments Act of 1974 (PL 93-380), the USOE is called upon to support exemplary models and programs of career education; this is now being accomplished through the Office of Career Education. The Office provides grants for nonprofit-making corporations, universities and colleges, and state or local authorities to develop career awareness curriculum for primary school children and career experiences for adolescents. For adolescents, OCE's mission involves three levels: (1) orientation--such as spending three days in a bank; (2) exploration--such as working part-time in a hospital; and (3) training for a job on-the-job.

Fiscal Year '75

The competitive grant was the type of award utilized in 97 percent of OCE's projects. Most of the efforts were for applied purposes. Questionnaires, surveys, interviews and pre- and post-test designs were all frequently mentioned in project proposals. Practically all projects focused on educational institutions, with educational curriculum a concern of all adolescent research at OCE. More than half of their projects included the evaluation of career education materials, while more than a third addressed issues of various teaching techniques, treatment procedures and other program policies.

OCE

PROJECT CHARACTERISTICS: FY '75

- Funding: \$8.5 million
- Number of Projects: 71

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY^b</u>			
Agreement			
Contract	2	2.8	383,640
Competitive	2	2.8	383,640
8-A Minority	--	--	--
Sole Source	--	--	--
Grant	69	97.2	3,068,663
Competitive	69	97.2	8,068,663
Non-Competitive	--	--	--
Intramural			
<u>TYPE OF RESEARCH^b</u>			
Basic	1	1.7	308,640
Applied Research	66	93.0	7,591,833
Evaluation	--	--	--
Research Dissemination	2	2.8	319,975
Research on Policy	2	2.8	232,535
<u>METHODOLOGIES^c</u>			
Longitudinal	2	2.8	143,975
Pre-Test, Post-Test	16	22.5	2,029,905
Case Study	--	--	--
Multidisciplinary	--	--	--
Observational Techniques	8	11.3	984,110
Interview Techniques	16	22.5	1,930,890
Use of Questionnaires	20	28.2	2,167,996
Survey Techniques	16	22.5	2,190,249

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

OCE
RESEARCH FOCI

● Funding: \$8 million

● Number of Projects: 71

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	1	1.4	75,000
Physical Development			
Cognitive Development			
Socioemotional Development			
Family	--	--	--
Neighborhood	--	--	--
Broader Social Environments	--	--	--
Study of Research Methods	--	--	--
Health/Welfare Services	--	--	--
Educational Institutions	70	98.6	8,377,303
Secondary School	10	14.1	927,409
Post-Secondary School	3	4.2	448,009
Vocational/Technical Schools	1	1.4	27,716
Juvenile Justice Institutions	--	--	--
Breakdown of Largest Primary Focus Category: Educational Institu- tions			
Educational Curriculum	71	100.0	8,452,303
Teaching Techniques	26	36.6	2,691,719
Treatment or Procedures	29	40.9	3,281,298
Materials or Equipment	38	53.5	4,293,212
Other Program Policy	26	36.6	3,139,858
Mainstreaming	2	2.8	263,298
Parent Involvement	17	22.5	1,612,436
Youth Involvement	3	4.2	314,999

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Plans for Fiscal Year '76

In FY '76 OCE hopes to support career education efforts for the physically, emotionally and intellectually handicapped. OCE will continue to show concern for the minorities and "disadvantaged" populations. Increased interest will be shown toward the special problems of both urban and rural populations. Other subject foci at OCE will continue to be in the areas of cognitive development related to decision-making and language development and in the influence on the adolescent from the family and other local environments. Another subject focus category will be alternatives to schools, an area of high interest which includes research into work experience, voluntary service by students and schools "without walls." In-school and on-the-job skill development are also of major interest at OCE. Approaches to be utilized will be academic achievement measures, self-concept measures, observation techniques and questionnaires.

U.S. DEPARTMENT OF AGRICULTURE

- FY '75 Funding of Adolescence Research: \$.7 million
- Number of Adolescence Research Projects: 83

Mission

The purpose of the Department of Agriculture is to acquire and diffuse useful information on agricultural subjects in the broadest sense. The Department's functions encompass research, education, conservation, marketing, regulatory work, agricultural adjustment, surplus disposal, and rural development. Certain of its many research goals focus on "people-oriented programs." There are studies of the family which emphasize the interrelationships between human beings, their near environment, and their interactions which are particularly relevant to adolescence. Current social concerns such as malnutrition, mobility (both geographical and social), interpersonal understanding, adolescent roles, occupational and educational goals, personal stability, social adjustment, learning processes, intergenerational values and school achievement are all within the purview of the USDA and Land-Grant Institution research.

Fiscal Year '75

USDA used the funding procedure labeled "agreement" in 86.8 percent of the projects concerning adolescence. This category reflects the practice in USDA of sponsoring research through its Cooperative Research Experiment Stations (CRES) located in geographical regions around the nation. The remainder were mainly competitive grants. Basic research composed just over half of their projects, while applied research was the purpose in 19.3 percent and evaluation in 14.5 percent. Most frequently mentioned methodologies included interviews, questionnaires and longitudinal techniques. The largest primary focus category was in adolescent development, which showed 18 percent in the physical development category and 12 percent in the socioemotional development category. The second largest primary focus category was educational institutions. Further analysis shows educational curriculum as a major consideration.

USDA

PROJECT CHARACTERISTICS: FY '75

- Funding: \$.7 million
- Number of Projects: 83

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY^b</u>			
Agreement	72	86.8	581,501
Contract	--	--	--
Competitive			
8-A Minority			
Sole Source			
Grant	10	12.1	76,800
Competitive	10	12.1	76,800
Non-Competitive	--	--	--
Intramural	1	1.2	2,300
<u>TYPE OF RESEARCH^b</u>			
Basic	46	55.4	472,425
Applied Research	16	19.3	41,202
Evaluation	12	14.5	90,281
Research Dissemination	1	1.2	1,287
Research on Policy	8	9.6	55,406
<u>METHODOLOGIES^c</u>			
Longitudinal	18	21.7	282,500
Pre-Test, Post-Test	12	14.5	76,850
Case Study	2	2.4	2,777
Multidisciplinary	7	8.4	153,810
Observational Techniques	2	2.4	2,404
Interview Techniques	21	25.3	106,289
Use of Questionnaires	19	22.9	219,899
Survey Techniques	14	16.9	98,019

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

USDA
RESEARCH FOCI

- Funding: \$.7 million
- Number of Projects: 83

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	31	37.4	281,591
Physical Development	15	18.1	215,355
Cognitive Development	1	1.2	0
Socioemotional Development	10	12.1	53,907
Family	5	6.0	103,728
Neighborhood	6	7.2	13,827
Broader Social Environments	6	7.2	18,202
Study of Research Methods	2	2.4	0
Health/Welfare Services	11	13.3	117,354
Educational Institutions	22	26.5	125,899
Secondary School	6	7.2	17,725
Post-Secondary School	3	3.6	11,926
Vocational/Technical Schools	2	2.4	0
Juvenile Justice Institutions	--	--	--
Breakdown of Largest Primary Focus Category: Educational Institutions			
Educational Curriculum	26	31.3	301,256
Teaching Techniques	5	6.0	63,812
Treatment or Procedures	4	4.8	105,912
Materials or Equipment	6	7.2	30,426
Other Program Policy	17	20.5	231,640
Parent Involvement	1	1.2	0

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Plans for Fiscal Year '76

Though an increased attention will be given to the urban, suburban, and middle-class populations, USDA will continue its interest in the poor, the minorities, and rural adolescents around the nation. A stronger concentration on migratory populations is anticipated. High attention will continue over questions of attitudes, and of occupational aspiration and expectations; less interest will be paid to other aspects of personality development, cognitive or physical development. A medium or high level of interest will again surround questions of family functions, the influences of the social/cultural environment, work experience, in-school vocational/technical education, and on-the-job skill development. Nutrition is a growing field of interest at USDA. A new interest is developing in the area of availability and utilization of health services. A decrease of emphasis is reported concerning psychotherapy and psychological counseling issues. Methodology interests will remain almost constant, with a decrease in use of questionnaires. The primary orientation at USDA will continue to be sociological.

U.S. DEPARTMENT OF LABOR

- FY '75 Funding of Adolescence Research: \$2.9 million
- Number of Adolescence Research Projects Sponsored in FY '75: 33

Mission

Section 311 of the Comprehensive Employment and Training Act charges the Department of Labor with a number of major research and development responsibilities. Part (a) calls for a research program which will "aid in the solution of the nation's manpower problems," reduce unemployment without upsetting its balance with price stability, diminish discrimination and disadvantage, and ease the "transitions" from school to work, from one job to another, from work to retirement, and from retirement to work. Part (b) requires that the Department establish a program of experimentation, demonstration, and pilot projects to improve techniques and to demonstrate the effectiveness of specialized manpower development programs. This section specifically prohibits projects which would experiment with either subsidized wage employment in the private sector or with less than minimum wages. Lastly, section (c) requires that the Department conduct a thorough evaluation of programs funded under the Act to determine their effectiveness in "meeting the needs" for employment opportunities or continuing educational support services for the disadvantaged, the chronically unemployed, and those with low incomes.

Thus the Department of Labor is charged with administering and enforcing legislation which prompts the welfare of wage earners, improves their working conditions and advances their opportunities for profitable employment. The objectives of the Manpower Administration are to provide job training and employment opportunities for the economically disadvantaged, unemployed, and underemployed persons, and to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency by establishing a flexible and decentralized system of Federal, state, and local programs. The research of the Manpower Administration places special emphasis on developing new labor market knowledge and innovative operating techniques which might lead to the improved effectiveness of these programs.

DOL

PROJECT CHARACTERISTICS: FY '75

- Funding: \$2.9 million
- Number of Projects: 33

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY^b</u>			
Agreement	17	51.5	24,250
Contract	10	30.3	1,644,108
Competitive	1	3.0	259,403
8-A Minority	--	--	--
Sole Source	8	24.2	1,384,705
Grant	6	18.2	1,228,579
Competitive	4	12.1	1,028,579
Non-Competitive	1	3.0	200,000
Intramural			
<u>TYPE OF RESEARCH^b</u>			
Basic	7	21.2	1,008,872
Applied Research	8	24.2	1,191,453
Evaluation	8	24.2	478,610
Research Dissemination	2	6.1	57,867
Research on Policy	8	24.2	160,135
<u>METHODOLOGIES^c</u>			
Longitudinal	5	15.2	1,243,325
Pre-Test, Post-Test	10	30.3	1,454,101
Case Study	1	3.0	0
Multidisciplinary	--	--	--
Observational Techniques	2	6.1	0
Interview Techniques	11	33.3	1,471,466
Use of Questionnaires	7	21.2	475,365
Survey Techniques	7	21.2	1,104,241

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

DOL
RESEARCH FOCI

● Funding: \$3 million

● Number of Projects: 33

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	1	3.0	0
Physical Development	--	--	--
Cognitive Development	--	--	--
Socioemotional Development	1	3.0	0
Family	1	3.0	0
Neighborhood	--	--	--
Broader Social Environments	10	30.3	1,156,757
Study of Research Methods	1	3.0	2,000
Health/Welfare Services	7	21.2	1,453,356
Educational Institutions	13	39.4	284,824
Secondary School	1	3.0	10,000
Post-Secondary School	4	12.1	215,962
Vocational/Technical Schools	3	9.1	0
Juvenile Justice Institutions	--	--	--
Breakdown of Largest Primary Focus Category: Educational Institu- tions			
Educational Curriculum	14	42.4	328,265
Teaching Techniques	11	33.3	300,070
Treatment or Procedures	12	36.4	1,670,063
Materials or Equipment	4	12.1	55,617
Other Program Policy	1	3.0	2,500

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

Fiscal Year '75

Slightly more than half of DOL's projects were funded as agreements, approximately 30 percent were contracts and 18 percent grants. Applied, evaluation and policy research categories each accounted for 24 percent of the total. Basic research comprised 21 percent; research support six percent. The most often mentioned methodologies were: interview techniques, pre- and post-test design, questionnaires and surveys. The largest primary focus category, educational institutions, showed an educational curriculum component in 42 percent of DOL's projects. Teaching techniques and treatments or procedures were also factors under consideration.

Plans For Fiscal Year '76

Research emanating from the Department of Labor will always reflect the problems of adolescents which affect or are affected by the macro-economy. Consequently low activity will continue on questions of physical handicaps, the autistic, the schizophrenic, the retarded, the learning disabled and problems involving cognitive, socioemotional development and family interaction. A modicum of research will deal with delinquency, school drop-outs and questions of bilinguality. Although moderate volume will continue over questions of drug users, high attention will continue to focus upon the poor, the migrant and those who live in inner city ghettos. High attention will also surround the new suggestions of voucher plans, work experience, vocational/technical education and on-the-job skill development. Methodological emphasis will continue to focus upon survey analysis, longitudinal techniques and program evaluation methods.

ACTION

- FY '75 Funding of Adolescence Research: \$.01 (\$12,400)
- Number of Adolescence Research Projects Sponsored in FY '75: 2

Mission

The Domestic Volunteer Service Act of 1973 authorizes the director of ACTION to establish the National Student Volunteer Program (NSVP), the Program for Local Service (PLS), the University Year for Action (UYA), the Volunteers in Service to America (VISTA), and the Youth Challenge Program (YCP). Each of these programs deals with, involves, or directly affects adolescents. In addition, under Title IV, Section 416, the effectiveness and impact of these programs are to be carefully evaluated, as long as the evaluation cost does not exceed one percent of the agency's appropriated funds. It is in this context that the projects of ACTION fall within the purview of the Interagency Panel for Research and Development on Adolescence.

Fiscal Year '75

ACTION's two projects (one contract, one grant) are evaluations of their programs. The research deals with the attitudinal and occupational impact on volunteers as well as the benefits accruing to the sponsoring agencies. The data will be collected using both interview and questionnaire techniques.

Plans for Fiscal Year '76

ACTION programs will continue to lay their highest emphasis upon the innovative educational experience derived from voluntary service by students. Emphasis will be laid upon programs of voucher plans for community service and service experience for career education. ACTION development programs affect a broad range of target groups: the poor or "disadvantaged," and those who either live on Indian reservations, or are migratory.

ACTION

PROJECT CHARACTERISTICS: FY '75

- Funding: \$.01 million (\$12,400)
- Number of Projects: 2

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY^b</u>			
Agreement			
Contract	1	50.0	0
Competitive	1	50.0	0
8-A Minority	--	--	--
Sole Source	--	--	--
Grant	1	50.0	12,400
Competitive	1	50.0	12,400
Non-Competitive	--	--	--
Intramural			
<u>TYPE OF RESEARCH^b</u>			
Basic	--	--	--
Applied Research	--	--	--
Evaluation	2	100.0	12,400
Research Dissemination	--	--	--
Research on Policy	--	--	--
<u>METHODOLOGIES^c</u>			
Longitudinal	--	--	--
Pre-Test, Post-Test	--	--	--
Case Study	--	--	--
Multidisciplinary	--	--	--
Observational Techniques	--	--	--
Interview Techniques	2	100.0	12,400
Use of Questionnaires	1	50.0	0
Survey Techniques	--	--	--

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

ACTION
RESEARCH FOCI

● Funding: \$.01 million (\$12,400)

● Number of Projects: 2

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	--	--	--
Physical Development			
Cognitive Development			
Socioemotional Development			
Family	--	--	--
Neighborhood	--	--	--
Broader Social Environments	--	--	--
Study of Research Methods	--	--	--
Health/Welfare Services	--	--	--
Educational Institutions	2	100.0	12,400
Secondary School	--	--	--
Post-Secondary School	--	--	--
Vocational/Technical Schools	2	100.0	12,400
Juvenile Justice Institutions	--	--	--
Breakdown of Largest Primary Focus Category: Educational Institu- tions			
Educational Curriculum	1	50.0	12,400
Teaching Techniques	2	100.0	12,400

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
U.S. DEPARTMENT OF JUSTICE
NATIONAL INSTITUTE FOR JUVENILE JUSTICE AND DELINQUENCY PREVENTION

- FY '75 Funding of Adolescence Research: \$3.4 million
- Number of Adolescence Research Projects Sponsored in FY '75: 15

Mission

The Juvenile Justice and Delinquency Prevention Act of 1974 (JJDP Act) created a new Federal program to combat delinquency, and responsibility for administering the Act was delegated to the Law Enforcement Assistance Administration (LEAA). The Act created the Office of Juvenile Justice and Delinquency Prevention and, within that Office, the National Institute of Juvenile Justice and Delinquency Prevention. This Institute is now the center in LEAA for all juvenile-related research. It has assumed the responsibilities for juvenile research previously sponsored under the National Institute for Law Enforcement and Criminal Justice (LEAA's research arm) as well as the new functions mandated under the Act. Thus the Juvenile Justice Institute presently supports research through funds provided by the JJDP Act and the Omnibus Crime Control and Safe Streets Act of 1968, as amended.

Functions. The National Institute for Juvenile Justice has five major functions: (1) to conduct, encourage, and coordinate research relating to any aspect of juvenile delinquency; (2) to conduct, encourage, and coordinate evaluation relating to any aspect of juvenile delinquency; (3) to collect, prepare, and disseminate useful data regarding the treatment and control of juvenile offenders; (4) to provide training for personnel connected with the treatment and control of juvenile delinquency; and (5) to develop standards for the administration of juvenile justice at the Federal, state, and local levels.

The Institute's research and evaluation efforts are coordinated with and support the discretionary programs of the Office of Juvenile Justice. Some of the major programs include the following: the deinstitutionalization of status offenders (juveniles who have committed acts that would not be criminal for adults); diversion of offenders from the juvenile justice

LEAA

PROJECT CHARACTERISTICS: FY '75

- Funding: \$3.4 million
- Number of Projects: 15

	Number of Projects (N)	Percentage ^a of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
<u>FUNDING CATEGORY^b</u>			
Agreement	1	6.7	9,738
Contract	1	6.7	8,052
Competitive	--	--	--
8-A Minority	--	--	--
Sole Source	1	6.7	8,052
Grant	13	86.7	3,355,085
Competitive	13	86.7	3,355,085
Non-Competitive	--	--	--
Intramural			
<u>TYPE OF RESEARCH^b</u>			
Basic	1	6.7	358,342
Applied Research	8	53.3	946,248
Evaluation	--	--	--
Research Dissemination	--	--	--
Research on Policy	6	40.0	2,065,285
<u>METHODOLOGIES^c</u>			
Longitudinal	2	13.3	154,762
Pre-Test, Post-Test	3	20.0	313,333
Case Study	--	--	--
Multidisciplinary	--	--	--
Observational Techniques	1	6.7	1,141,057
Interview Techniques	8	53.3	2,427,252
Use of Questionnaires	3	20.0	1,571,526
Survey Techniques	5	33.3	1,106,724

^aEach agency has a varying number of projects which affect adolescence. This figure is the proportion of adolescence projects within this particular agency in each category.

^bEach project was placed in one funding category and in one research category. Thus, within these two, each subcategory is mutually exclusive of each other subcategory; the sum of the percentages therefore approximates one hundred.

^cThe descriptive characteristics are not mutually exclusive. A project proposal may have mentioned the intention to use one, more than one, or none of these methodological categories; the proportion figures should not approximate one hundred.

LEAA
RESEARCH FOCI

● Funding: \$3 million

● Number of Projects: 15

Primary Focus ^a	Number of Projects (N)	Percentage of Adolescence Projects Within The Agency (%)	Amount of Funds (\$)
Developmental	--	--	--
Physical Development			
Cognitive Development			
Socioemotional Development			
Family			
Neighborhood			
Broader Social Environments	1	6.7	358,342
Study of Research Methods			
Health/Welfare Services	--	--	--
Educational Institutions	--	--	--
Secondary School			
Post-Secondary School			
Vocational/Technical Schools			
Juvenile Justice Institutions	14	93.3	3,014,533
Breakdown of Largest Primary Focus Category: Juvenile Justice Institutions			
Delinquency Services	9	60.0	1,950,333
Law Enforcement	6	40.0	944,630

^a Each proposal was described as focusing primarily upon one (and only one) of the major categories. When an educational or developmental project could also be placed within a subcategory, it was duly noted; thus the sum of the subcategories in these two areas may not be the equivalent of the larger focus. However, the sum of these larger categories should approximate one hundred percent of all the activity on adolescence within each agency.

system; reduction of serious crime committed by juveniles; and juvenile delinquency prevention. Presently efforts are being undertaken for a national assessment of juvenile corrections, a study of long-range trends that will effect juvenile justice programming, and evaluation of the community-based programs developed in Massachusetts after that State closed its training schools in 1972.

Fiscal Year '75

Competitive grants were the most common type of funding award. Most of LEAA's projects were either applied or policy research, most frequently using the techniques of interviews and surveys. Almost all of the projects focused on juvenile justice institutions; 60 percent classified as delinquency services and 40 percent concerned with law enforcement institutions.

Plans for Fiscal Year '76

In the future, LEAA intends to emphasize the following: the development of a number of assessment centers around the country focusing on differing aspects of juvenile delinquency or juvenile justice; a long-term longitudinal cohort study designed to sort out the contributions made by various factors to the development of delinquent careers; and the creation of an Evaluation Clearinghouse to assist state and local governments and private agencies. Of primary interest at LEAA in FY '76 will be the family influences on the adolescent, the neighborhood and local environmental influences on the adolescent and special school programs to combat delinquency. LEAA will maintain low levels of involvement in the issues of the physically handicapped, the learning disabled, the academically slow, school drop-outs, drug users, abused or neglected adolescents and adolescent parents. School alternatives, psychotherapy and psychological counseling will all receive moderate levels of attention. Research on methodology will be a major concern at LEAA. Maintaining a broad perspective, LEAA will continue to use various measuring techniques, but special attention will continue with respect to self-concept and locus of control measures and approaches.

APPENDIX A

LEVELS OF AGENCY INTEREST FOR ADOLESCENCE
RESEARCH AND DEVELOPMENT IN FY '75

AGENCY PLANS FOR ADOLESCENCE RESEARCH
AND DEVELOPMENT IN FY '76

Specific Interests by General Area	Level of Agency Interest FY '76		
	HIGH	MEDIUM	LOW
TARGET POPULATION CHARACTERISTICS			
Physically Handicapped	BOAE, SRS, BCHS	BEH, OCE	BSS, DOL, NIE, OIE, LEAA
Aurally Handicapped		NINCDS, Right-to- Read	NICHD
Visually Handicapped			NICHD
Neurologically	NICHD		NINCDS
Orthopedically			NICHD
Speech		NICHD, BCHS, Right-to- Read	
Emotionally Handicapped		SRS, OCE	BSS, BOAE, OIE, DOL
Schizophrenic		BEH	NIDA
Autistic		BEH	NICHD, NINCDS
Delinquent	NIMH	NIDA, OCD, DOL, NIAAA	OYD, LEAA
Emotional Aspects of Drug Abuse	NIDA	NIAAA	
Intellectually Handicapped	NIE, BOAE	SRS, OCE	BSS, OPBE
Retarded	NICHD, BCHS	BEH, Right- to-Read, DOL, OCD	NIMH, NIE, OIE, NINCDS
Learning Disabled		BEH, OCD, Right-to- Read, NIE, NICHD, BCHS	OIE, LEAA, NINCDS

AGENCY PLANS FOR ADOLESCENCE RESEARCH
AND DEVELOPMENT IN FY '76
(CONTINUED)

Specific Interests by General Area	Level of Agency Interest FY '76		
	HIGH	MEDIUM	LOW
TARGET POPULATION CHARACTERISTICS			
Intellectually Handicapped (Continued)			
Academically Slow	OIE	DOL,NIE, NICHHD,Right to-Read,OCD	OYD, LEAA
School Drop-outs	BSS,Right-to- Read,OIE,NIE, DOL	OCD,NICHHD	OYD,USDA
Bilingual	NIE,BSS,Right to-Read,OIE, OPBE	OCD,DOL	OYD, NICHHD, USDA
Drug Users	BSS	OIE,DOL	OYD,BOAE, LEAA
Heroin	NIDA		
Marijuana	NIDA		
Alcohol	NIAAA		NIDA, USDA
Multiple Drug Use	NIDA,NIAAA		
Related to Pregnancy Outcomes	NIAAA	BCHS	
Abused or Neglected Adolescents	OCD,NIDA	NICHHD, NIAAA,OIE, BSS	OYD,USDA, BEH,LEAA
Run Aways	ASPE,OYD	SRS,NIAAA	NIDA,NICHHD
Adolescent Parents	NIDA,BCHS	OCD,NICHHD, BOAE,SRS	OYD,USDA, LEAA
Demographic Characteristics			
Black Population	NIAAA,OCE BSS,NIE,DOL, USDA	OCD,BCHS	

AGENCY PLANS FOR ADOLESCENCE RESEARCH
AND DEVELOPMENT IN FY '76
(CONTINUED)

Specific Interests by General Area	Level of Agency Interest FY '76		
	HIGH	MEDIUM	LOW
TARGET POPULATION CHARACTERISTICS			
Demographic Characteristics (Continued)			
White Population	BSS, DOL, USDA, NIE	OCD, BOAE, BCHS, NIAAA, OCE	
Puerto-Rican	BSS, NIE, OCE, DOL, USDA	OCD, NIAA, BCHS	
Mexican-American	BSS, NIE, OCE, DOL, USDA, NIAAA	OCD, BCHS	
Oriental-American	NIAAA	BSS, NIE, DOL, OCD, USDA, BCHS	
Native-American	OCE, USDA, OIE, DOL, NIAAA	NIE, OCD, BCHS	
Poor or "Disadvantaged"	OCE, BSS, OPBE, NIE, OCD, DOL, USDA, ACTION, BCHS	SRS	
Middle-Class	NIE	USDA, BCHS, OCD, OIE, OCE	BSS, DOL
Immigrant-Americans	BSS	NIE, OCD, BCHS	DOL, USDA
Urban	DOL, NIE, OCE	USDA, BSS, OCD, BCHS	
Suburban	NIE	OCD, DOL, USDA, BCHS, OCE	BSS, NIE
Ghetto	BSS, OCD, DOL, NIAAA, NIE, BCHS	OCE	OIE
Indian Reservation	DOL, ACTION, OIE, NIAAA	OCD, NIE, USDA, BCHS	

AGENCY PLANS FOR ADOLESCENCE RESEARCH
AND DEVELOPMENT IN FY '76
(CONTINUED)

Specific Interests by General Area	Level of Agency Interest FY '76		
	HIGH	MEDIUM	LOW
TARGET POPULATION CHARACTERISTICS			
Demographic Characteristics (Continued)			
Migratory Population	BSS,ACTION, DOL	NIE, OCD, USDA, OPBE, BCHS	OIE
Population Outside the U.S.		OCD	OYD, NIE, NICHD, USDA
Rural-Non-Reservation	OCE, NIE, BCHS	OIE, OCD	
SUBJECT FOCUS			
Cognitive Development	BSS, NIE, OCE	BEH, NIDA, NIAAA	NINCDS, DOL OPBE, USDA, LEAAA
Language Development	OIE, NIE, NICHD, Right- to-Read	OCD, OPBE OCE, BEH	NINCDS
Thought Processes	NIE, NICHD, OIE	OCD	
Perception/Attention	Right-to- Read, NIE	OCD, NICHD, OIE	BEH
Decision-making	OCE	OCD, NIMH, NICHD, BOAE, OIE	OYD, NIE
Socioemotional Development		NIDA, NIAAA, BEH, NIE	OYD, OPBE, DOL, BSS, NIE, LEAA
Personality Development		OCD, USDA, OIE, NICHD	NIE
Emotional Development		OCD, OIE, NICHD	USDA, NIE

AGENCY PLANS FOR ADOLESCENCE RESEARCH
AND DEVELOPMENT IN FY '76
(CONTINUED)

Specific Interests by General Area	Level of Agency Interest FY '76		
	HIGH	MEDIUM	LOW
SUBJECT FOCUS			
Socioemotional Development(Continued)			
Attitudes	USDA,NIE, Right-to- Read	OPBE,NICHD, OCD,OIE, BOAE	DOL
Behavior	NIMH,NICHD	BOAE,OCD, OIE	DOL,USDA
Physical Development			
Body Growth	NICHD	NIDA,BEH, NIAAA	DOL,LEAA
Physical Disease		BSS,OCD, BCHS	USDA,OIE, NINCDS
Venereal Disease		NICHD, NINCDS, BCHS	USDA,OIE
Neurological Disease		NINCDS	OYD
Nutrition, Knowledge and Attitudes		NINCDS, BCHS	
		BCHS,USDA	DOL
The Family Influences On The Adolescent	NIAAA,LEAA	NIDA,OIE, OCE	OYD,DOL, BSS
Family Structure	OCD,NICHD		NIE,USDA
Family Functions	OCD,NICHD	NIMH,USDA	NIE
Parenting Skills	OCD	NIE,Right- to-Read, BCHS	NICHD,USDA
The Neighborhood/Local Environmental Influences On The Adolescent	LEAA,NIAAA	NIDA,OCE	NIE
Physical Environment	OIE	OCD	NIE,NICHD, DOL,USDA

AGENCY PLANS FOR ADOLESCENCE RESEARCH
AND DEVELOPMENT IN FY '76
(CONTINUED)

Specific Interests by General Area	Level of Agency Interest FY '76		
	HIGH	MEDIUM	LOW
SUBJECT FOCUS			
The Neighborhood/Local Environmental Influence On The Adolescent (Continued)			
Social/Cultural Environment	NIMH,OCD, NICHD,OIE	USDA,NIAAA	NIE,DOL
Institutional Barriers To Youth Development	OYD,NIE		DOL
Availability & Utilization of Health Services	SRS	BCHS	DOL,USDA
Influences Of Mass Media/TV On The Adolescent		NICHD,OIE	NIDA,NIE, OCD,USDA, NIAAA
Special Education		SRS	
Remedial Reading	BSS,Right- to-Read,OIE	NIE,DCL	OYD,NICHD OPBE
Hyperkinesia	OIE	BEH	NIE,NICHD, NINCDS
Innovative Education (Within Schools)	NIE	OPBE	OYD
Voucher Plans	DOL	NIE	BSS,BOAE
"Open" Classrooms	NIE,BOAE	OIE	BSS
Desegregation	BSS,OPBE, BEH,NIE	BOAE	
Equipment Innovations	BEH	OPBE,NIE	BOAE,OIE, DOL
Special School Programs For Delinquency	LEAA	NIMH	OPBE

AGENCY PLANS FOR ADOLESCENCE RESEARCH
AND DEVELOPMENT IN FY '76
(CONTINUED)

Specific Interests by General Area	Level of Agency Interest FY '76		
	HIGH	MEDIUM	LOW
SUBJECT FOCUS			
Innovative Education (Continued)			
For School Health		BCHS	
For Drug Education	NIDA, NIAAA		
Contract Teaching		OIE	
Developmental Continuity		OCD	
Service Learning Plans	ACTION	OCE	
Alternatives to Schools	NIE	NIDA, LEAA	OYD
Work Experience (Job Skills Secondary)	DOL, BOAE, NIE, OCE	BEH, OCD, USDA, OPBE	OIE
Voluntary Service By Students	ACTION, BOAE OCE	OCD, DOL	NIE, USDA, OIE
Age-Balanced Institutions			NIE, OCD
Schools "Without Walls"	BOAE, OCE	NIE, OCD	
Career Education	NIE, ACTION, NIDA, OCE	OPBE	OYD, LEAA
In School Vocational/ Technical Education	BEH, BOAE, NIE, DOL, USDA, OCE	OIE, OPBE	NICHHD
On The Job Skill Development	BEH, BOAE, DOL, NIE, Right-to- Read, OCE	USDA, OIE, OPBE	
Career Orientation and Guidance	OPBE		
Psychotherapy And Psychological Counseling	NIDA, NIAAA	LEAA	NIE, NICHHD, OIE
Guidance	BOAE	BSS	NIE

AGENCY PLANS FOR ADOLESCENCE RESEARCH
AND DEVELOPMENT IN FY '76
(CONTINUED)

Specific Interests by General Area	Level of Agency Interest FY '76		
	HIGH	MEDIUM	LOW
SUBJECT FOCUS			
Psychotherapy And Psychological Counseling (Continued)			
Counseling Of Youth And Families Of Runaways	OYD		
Birth Control/Abortion	NICHD	SRS, BCHS	OIE
Contraception			OYD
Research On Research Methodology			
Development of Tests and Measures	OYD, NIAAA, NIMH, Right- to-Read, NIDA	NIE, USDA, DOL, LEAA	BEH, NICHD BCHS
Program Evaluation Methods	OYD, NIAAA, NIE, NIDA, OPBE, NIMH, Right-to- Read, BCHS, DOL, OCD, OCE, LEAA	BEH, USDA, SRS	NICHD
Observational Methods	NIMH, NIAAA	DOL, BEH, NIE, OCD	NICHD, USDA, LEAA
Research Designs	NIMH, BEH, NIE, LEAA	DOL, OCD, SRS, USDA	NICHD
Survey Analysis Methods	OYD, NIDA, LEAA	OCD, BEH, NIE, DOL	NIMH, USDA, NICHD
Statistical Techniques	OYD, NIMH, NIE, LEAA	OCD, SRS, DOL, BEH	NICHD, USDA
Methodologies Of Longitudinal Research	DOL, NIAAA, NIE, LEAA	OCD, NIMH, NICHD, USDA	BEH
Methods To Improve Comparability	OYD, OCD, NIDA, LEAA	USDA, NIMH, SRS, BEH	NIE, NICHD, DOL

AGENCY PLANS FOR ADOLESCENCE RESEARCH
AND DEVELOPMENT IN FY '76
(CONTINUED)

Specific Interests by General Area	Level of Agency Interest FY '76		
	HIGH	MEDIUM	LOW
SUBJECT FOCUS			
Research on Research Methodology (Continued)			
Global Approaches		OCD,DOL	NIE,NICHD, USDA
Interview Techniques		OCD,NIMH, DOL,BEH, LEAA	NIE,USDA, NICHD
Questionnaire Methods		OCD,NIMH, BEH,DOL, USDA,LEAA	NIE,NICHD
APPROACHES AND TECHNIQUES TO BE UTILIZED			
Intelligence Tests	NIE,BEH	NICHD,OCD	BSS,NIMH, OPBE,ROAE, DOL,NINCDS
Academic Achievement	NIE,BSS,OPBE, BEH,OCE	NICHD,DOL OCD,LEAA	BOAE,OYD, NIMH,USDA, NINCDS
Self Concept/Locus Of Control Measures	LEAA	NIE,NIDA, OCD,OPBE, DOL,NIAAA, OCE	BOAE,OYD, BEH,USDA, BSS,NIMH, NICHD
Observation Techniques	NIMH	BOAE,OPBE, NICHD,BEH, NIE,OCD, NINCDS,OCE	DOL,BSS, USDA,LEAA
Interview Techniques	NIMH,OPBE, NIDA	BOAE,OCD, NIE,DOL, LEAA	BEH,NICHD, USDA
Survey Analysis	OYD,NIDA, NIAAA,DOL, NIMH,OPBE	BOAE,OCD, NIE,NICHD, USDA	BEH

AGENCY PLANS FOR ADOLESCENCE RESEARCH
AND DEVELOPMENT IN FY '76

(CONTINUED)

Specific Interests by General Area	Level of Agency Interest FY '76		
	HIGH	MEDIUM	LOW
APPROACHES AND TECHNIQUES TO BE UTILIZED (Continued)			
Questionnaires	NIMH, OPBE NIAAA	BOAE, OCD, BEH, DOL, USDA, NIE, OCE, LEAA	NICHD
Longitudinal Techniques	NIDA, DOL, OPBE, USDA, NIAAA, LEAA	BOAE, OCD, NIE, NICHD	BSS, NIMH, NINCDS BEH
Historical Emphasis	NIDA	NIE, OCD, LEAA	BOAE, BSS, NICHD, BEH, OPBE, USDA
Sociological Emphasis	NIMH, USDA, NIDA, NIAAA, NICHD	NIE, OPBE, OCD, DOL, LEAA	BOAE, BSS, BEH
Psychological Emphasis	NIMH, OPBE, NICHD, NIDA, NIAAA, NIE	OCD, USDA, DOL, LEAA	BOAE, BSS, BEH
Political Emphasis		NIE, OCD, LEAA	BSS, OPBE, USDA, NIMH, BOAE, NICHD BEH
Biological Emphasis	NIDA, NINCDS, NICHD	LEAA	BSS, BOAE, NIE, NIMH, BEH, OCD, USDA
Anthropological Emphasis		OCD, NICHD, NIE, LEAA	BSS, OPBE, BEH, USDA, NIMH, BOAE
Secondary Analysis of Data	OYD, LEAA	OCD, NIE	NIAAA, ASPE
Operations Systems Analysis	LEAA	SRS	NIAAA

APPENDIX B

GUIDELINES AND PROCEDURES
FOR USE OF INTERAGENCY PANEL INFORMATION SYSTEM

GUIDELINES AND PROCEDURES
FOR USE OF INTERAGENCY PANEL INFORMATION SYSTEM

The Interagency Panel on Early Childhood Research and Development in 1971 established a computerized data system in order to facilitate the sharing of information and to encourage the coordination of planning among the member agencies. Prior to the establishment of this data system, no organization collected and disseminated information about ongoing research from all of the Panel member agencies. In 1973 the Early Childhood Panel was joined by the Interagency Panel for Research and Development on Adolescence and a joint data bank was formed. The data bank, now in its fifth year of existence, incorporates a unique and ever expanding data file about early childhood and adolescence research grants and contracts funded by member agencies.

Since 1971, the Social Research Group staff has annually developed a more comprehensive book of descriptors with corresponding codes and coding instructions. This book is used to classify each project according to a given set of qualifying characteristics. In the early years of the Panel, agency representatives classified their own agency projects and that information became the basis of the computerized data bank. Today, however, the collection, coding and computerizing effort has grown considerably. The Panel staff now collects and codes the projects from a growing number of member agencies. The computerized data system contains over 3,500 projects on early childhood and adolescence classified by 650 descriptors and 229 test codes as compared with a 1971 data bank of 750 projects classified by 150 descriptors. This expanded collection and classification effort allows for more comprehensive, yet detailed, research analyses.

Data System Operation

Projects are characterized by a set of four digit codes which correspond to a set of descriptors. The coding system is broad enough in scope to include detailed information about a project's funding and duration, sample characteristics, instrumentation, purpose, methodology and data collection techniques, and areas of research focus.

Each project within the data system is assigned a five digit computer identification number. The first two digits represent the agency code number and the last three digits identify the particular project in the agency. The data base for adolescence research is drawn from the following agencies:

- 01 Bureau of Community Health Services (BCHS)
- 02 National Institute of Mental Health (NIMH)
- 03 National Institute of Child Health and Human Development (NICHD)
- 04 OE--Assistant Secretary for Planning and Evaluation
- 05 Office of Child Development (OCD)
- 06 Rehabilitation Services Administration (RSA)
- 07 Social and Rehabilitation Service (SRS)
- 08 OE--Bureau of Education for the Handicapped (BEH)
- 09 OE--Division of Follow-Through
- 15 National Institute of Neurological and Communicative Disorders and Stroke (NINCDS)
- 16 OE--Division of Plans and Supplementary Centers--Title III
- 17 OE--Right to Read
- 23 OE--Office of Bilingual Education--Title VII
- 24 United States Department of Agriculture (USDA)
- 25 OE--Bureau of Occupational and Adult Education (BOAE)
- 26 OE--Office of Planning, Budgeting, and Evaluation (OPBE)
- 27 OE--Division of Educational Technology
- 29 Department of Labor (DOL)
- 30 National Institute of Education (NIE)
- 31 Office of Youth Development (OYD)
- 32 ACTION
- 33 OE--Office of Environmental Education (OEE)
- 35 National Institute of Drug Abuse (NIDA)
- 36 OE--Office of Indian Education (OIE)
- 37 National Institute of Alcohol Abuse and Alcoholism (NIAAA)
- 38 Law Enforcement Assistance Administration (LEAA)
- 39 OE--Office of Career Education (OCE)

After the projects have been coded, the numeric codes are keypunched, verified, and programmed onto a computer tape and a disk data set.

Essentially, the data system is composed of three data files: (1) Literal file. This file contains the name of the funding agency, the project identification number and project title. (2) Numeric file. This file contains coded descriptor sets which characterize the project under study. Each project within the system is defined by a separate set of characteristics, all of which are drawn from the classification scheme. This file also contains the FY '75 funding. If no funds were expended in FY '75 or if project funding was not available, the project is marked as having received "0" funds. Since

continued projects maintain the same identification number from year to year, it is possible to obtain the previous year's funding on a given project. (3) Instrumentation file. This file contains a coded list of standardized instruments which were utilized in each study. "Homemade" and other uncommon tests and measures are coded under a general set of descriptors, such as physical test, questionnaire, interview and other items.

These three files, although input as separate data sets, are eventually merged into one data system master file. In addition, the principal investigators of the projects in the data system are listed alphabetically, along with the identification numbers of their projects.

Requests may be made for information retrieval from all of the above mentioned files. Also, a brief abstract is available for each research project contained in the data system. This abstract usually contains the purpose, objectives, methodology, and when available, the sample characteristics and the instrumentation used in the study. Given the assumption that the information available is intended to function as a guide to direct the requestor toward the principal investigator and/or the sponsoring agency for further information, the abstracts are kept as short and concise as possible.

How to Make a Request

A request for information about the data system projects may be made in writing or by telephone (followed by a written request) to:

Social Research Group, G.W.U.
Attn: Sharon Mangus
2401 Virginia Avenue, N.W.
Washington, D.C. 20037
Telephone: (202) 331-8706

In general, the more specific the request the better the response to that request. Information requests can be more accurately answered if code numbers are included in the request. Descriptors and corresponding code numbers are contained in the Social Research Group classification scheme (Harrell, 1975).

A typical example of a request might be:

Send titles, funding and abstracts of all agencies' projects dealing with cognitive development (6040) in urban (2050) black (2034) children ages 3 to 5 (2007, 2008, 2009), in a day care setting (6326).

The computer program for information retrieval is flexible enough to meet a wide variety of needs of the requestor. Program capabilities allow for the printing of these types of information: (1) identification number; (2) project title; (3) funding; (4) number of qualifying projects, and amount of funding within and across agencies. Additional statistical information is available on request.

Policy for Information Release

The general policy of both Panels is that whatever information is in the data bank should be made available to whoever makes a request. In recent years an increased number of requests for information has come from interested agencies and from persons outside the Federal government, and there has been significantly more dissemination of information from the data system this year than in any previous year. Because of this increase, requests from non-Federal government sources must be fulfilled on a cost-reimbursement basis. Numerous requests have been answered for Panel member agencies, other Federal agencies, Congressional committees, universities, foundations, institutes, and individual researchers.

In order to keep the Panel members informed of all requests that are received, the Social Research Group keeps a log of the following information: (1) name of requestor; (2) nature of request; (3) information supplied in terms of the data maintained in the Interagency Research Information System. Staff reports on requests and responses are made to the Chairperson of the Panels.

APPENDIX C

DOCUMENTS PREPARED FOR THE INTERAGENCY PANELS ON
EARLY CHILDHOOD AND ADOLESCENCE RESEARCH AND DEVELOPMENT

DOCUMENTS PREPARED FOR THE INTERAGENCY PANELS ON
-EARLY CHILDHOOD AND ADOLESCENCE RESEARCH AND DEVELOPMENT*

Section 1: 1974-1975

- Bell, R.Q. Synthesis of topics from first and second conferences on comparability in research, June 1975.
- Bell, R.Q. & Hertz, T.W. Towards more comparability and generalizability of developmental research. Child Development, in press.
- Bell, R.Q. & Hurt, M., Jr. (Eds.) Proceedings of the first conference on comparability in research (held November 4, 1974), December 1974.
- Grotberg, E.H. An interagency approach to improved research planning and utilization for Federal agencies of the USA. Courrier, February 1974, 24, 117-122.
- Grotberg, E.H. (Chair) Panel discussion: Comparability and cross-results analyses in social science research. A series of papers presented at the annual convention of the American Psychological Association, New Orleans, September 1974:
- Bell, R.Q. & Hertz, T.W. Societal change and rate of research progress.
- Heyneman, S.P. Discussion of marker variables and marker measures: A summary of the presentations at the APA meetings.
- Hurt, M., Jr. A progress report on developing comparability in research.
- Pearl, D. In furtherance of cumulative knowledge: Some NIMH initiatives.
- Grotberg, E.H. (Chair) Panel discussion: The Interagency Panels for Early Childhood Research and Development, and Research and Development on Adolescence. A series of papers presented at the annual meeting of the American Educational Research Association, Chicago, April 1974:
- Bobbitt, J. Rationale and background for the formation of Interagency Panels.
- Datta, L. Implications of Panel activities for the research community.
- Heyneman, S.P. Presentations by the Interagency Panels on Research and Development in Early Childhood and Adolescence: A summary.
- Hurt, M., Jr. Organization and function of the support system for the Interagency Panels.
- Pearl, D. Progress report of Interagency Panel activities.
- Walker, D. Synopsis of presentations on Interagency Panels.

*Listed documents are available from Social Research Group, The George Washington University.

- Harrell, A.V. Classification of Federally-funded research in early childhood and adolescence for use with the Interagency Panels' information system, June 1975.
- Hertz, T.W. & Harrell, A.V. Toward interagency coordination: An overview of Federal research and development activities relating to early childhood, fourth annual report, December 1974.
- Hertz, T.W., Harrell, A.V. & Hurt, M., Jr. An overview of Federal efforts in research and development in the area of adolescence. Paper presented at the annual meeting of the Eastern Psychological Association, Philadelphia, April 1974.
- Hertz, T.W. & Hertz, S.H. (Eds.) Proceedings of the conference on family research, September 1974.
- Heyneman, S.P. Adolescence theories and Federal career education programs: Needs and gaps in research (Report on the Adolescence Panel's Special Interest Group on Work Experience, 1973-74), September 1974.
- Heyneman, S.P. Toward interagency coordination: An overview of Federal research and development activities relating to adolescence, second annual report, December 1974.
- Heyneman, S.P. & Harrell, A.V. Transition to adulthood: Subjects of research and development interest to the Federal government with respect to youth, Spring 1975.
- Hurt, M., Jr. An analysis of the comparability potential and information on OCD research projects on the family, December 1974.
- Hurt, M., Jr. Child abuse and neglect: A report on the status of research, (DHEW Publication No. [OHD] 74-20) Washington, D.C.: U.S. Government Printing Office, 1975.
- Hurt, M., Jr. & Hertz, T.W. (Eds.) Proceedings of the second conference on comparability in research (held May 5 & 6, 1975), Summer 1975.
- Hurt, M., Jr. & Ouellet, R.H. Parenting skills: Comparability study, December 1974.
- Lindsey, W.E. Instrumentation of OCD research projects on the family, June 1975.
- Snapper, K.J., Barriga, H.H., Baumgarner, F.H. & Wagner, C.S. The status of children 1975, Spring 1975.
- Social Research Group. Where to send grant, contract, and program proposals, February 1975.
- Stern, C. Utility and feasibility of an instrument repository for researchers working with adolescent populations, May 1975.

Section 2: 1971-73

- Chapman, J. Early childhood research and development needs, gaps, and imbalances: Overview, February 1972.
- Chapman, J. & Lazar, J. A review of the present status and future needs in day care research, November 1971.
- Escalona, S.K. Research and service delivery problems concerning the impact of hospitals (including outpatient facilities) on the mental health of young children, March 1973.
- Grotberg, E.H. & Searcy, E.O. A statement and working paper on longitudinal/intervention research, April 1972.
- Grotberg, E.H., Searcy, E.O. & Sowder, B. Toward interagency coordination: An overview of Federal research and development activities relating to early childhood, second annual report, November 1972.
- Harrell, A.V., Hurt, M., Jr. & Grotberg, E.H. The family: Research considerations and concerns, August 1973.
- Hertz, T.W., Harrell, A.V. & Grotberg, E.H. Toward interagency coordination: An overview of Federal research and development activities relating to early childhood, third annual report, December 1973.
- Lazar, J. An analysis of the process of establishing and utilizing research priorities in Federally funded early childhood research and development, December 1971.
- Lazar, J. The present status and future needs in longitudinal studies in early childhood research and development, January 1972.
- Lazar, J. & Chapman, J. Early childhood research and development needs and gaps in Federally funded intervention studies within a longitudinal framework, March 1972.
- Lazar, J. & Chapman, J. A review of the present status and future research needs of programs to develop parenting skills, April 1972.
- Searcy, E.O. Work experience as preparation for adulthood: A review of Federal job training, vocational, and career education programs, an analysis of current research, and recommendations for future research, May 1973.
- Searcy, E.O. & Chapman, J. The status of research in children's television, January 1972.
- Searcy, E.O., Harrell, A.V. & Grotberg, E.H. Toward interagency coordination: An overview of Federal research and development activities relating to adolescence, first annual report, December 1973.

Searcy, E.O. & Ouellet, R.H. The history and current status of Federal legislation pertaining to day care programs, November 1971.

Searcy, E.O. & Ouellet, R.H. Legislative mandates for early childhood research, January 1972.

Sowder, B. An analysis of the longitudinal/intervention research funded by member agencies of the Interagency Panel on Early Childhood Research and Development in FY '72, December 1972.

Sowder, B. & Lazar, J. Research problems and issues in the area of socialization, September 1972.

Stearns, M.S., Searcy, E.O. & Rosenfeld, A.H. Toward interagency coordination: An overview of Federal research and development activities relating to early childhood and recommendations for the future, October 1971.

APPENDIX D

ADOLESCENCE PANEL MEMBERSHIP LIST

THE INTERAGENCY PANEL FOR RESEARCH AND DEVELOPMENT ON ADOLESCENCE

MEMBERSHIP LIST*

ACTION

Mr. Donald J. Eberly, Office of Policy and Planning, Policy Development Division, Room 606, 806 Connecticut Avenue, N.W. Washington, D.C. 20525 254-8420

AGRICULTURE, U.S. DEPARTMENT OF:

Dr. Paul J. Jehlik, Director, Social Sciences Research Program, Cooperative State Research Service, Room 418-W, Administration Building, Washington, D.C. 20250 447-6033

Dr. Mary Jane Strattner, Cooperative State Research Service Room 406-W, Administration Building, Washington, D.C. 20250 447-6435

COMMERCE, U.S. DEPARTMENT OF:

Bureau of the Census

Mr. Hal Wallach, Program Manager, Center for Census Use Studies, Room 3540, Building 3, Suitland, Maryland 20233 763-5244

Ms. Mary Westcott, Center for Census Use Studies, Room 3540, Building 3, Suitland, Maryland 20233 763-2589

HEALTH, EDUCATION, AND WELFARE, U.S. DEPARTMENT OF:

Assistant Secretary for Planning and Evaluation (ASPE)

Mr. William Daniels, Room 4552, HEW North Building, 330 Independence Avenue, S.W., Washington, D.C. 20201 245-6173

Bureau of Community Health Services (BCHS)

Dr. Hilary Millar, Room 12A-16, Parklawn Building, 5600 Fishers Lane, Rockville, Maryland 20852 443-4609

Ms. Gloria Wackernah, Clinical Services Division, Health Services Improvement Branch, Room 12-08, Parklawn Building, 5600 Fishers Lane, Rockville, Maryland 20852 443-2190

*Persons listed here were acting as representatives of their agencies on the Interagency Panel for Research and Development on Adolescence as of December, 1975. This list is subject to change.

HEALTH, EDUCATION, AND WELFARE, U.S. DEPARTMENT OF:

National Institute on Alcohol Abuse and Alcoholism (NIAAA)

Mr. George Mills, Room 16-C-21, Parklawn Building 5600 Fishers Lane, Rockville, Maryland 20852	443-2959
Mr. Albert Pawlowski, Chief, Extramural Research Branch, Room 6C-03, Parklawn Building, 5600 Fishers Lane, Rockville, Maryland 20852	443-4223
Dr. Patsy Sampson, Laboratory of Alcohol Research, Room 493, William A. White Building, St. Elizabeth's Hospital, Washington, D.C. 20032	574-7531

National Institute of Child Health and Human Development (NICHD)

Ms. Sheila Hollies, Program Statistics and Analysis Branch, Room C-609, Landow Building, 7910 Woodmont Avenue, Bethesda, Maryland 20014	496-1971
Dr. James Kavanagh, Growth and Development Branch, Room C-718, Landow Building, 7910 Woodmont Avenue, Bethesda, Maryland 20014	496-6591
Dr. Merrill S. Read, Acting Deputy Director, Center for Research for Mothers and Children, Room C-703, Landow Building, 7910 Woodmont Avenue, Bethesda, Maryland 20014	496-5099

National Institute of Education (NIE)

Mr. Bruce Craig, Research and Development System Support Division, Room 711, Brown Building, 1200 Nineteenth Street, N.W., Washington, D.C. 20208	254-6070
Dr. Lois-ellin Datta, Education and Work Group, Room 600, 1200 Nineteenth Street, N.W., Washington, D.C. 20208	254-5310
Mr. Rolf Lehming, Research and Development System Support Division, Room 711, Brown Building, 1200 Nineteenth Street, N.W., Washington, D.C. 20208	254-6070
Dr. Ward Mason, Chief, Research and Development System Support Division, Room 711, Brown Building, 1200 Nineteenth Street, N.W., Washington, D.C. 20208	254-6070
Mr. William Sowers, Research and Development System Support Division, Room 711, Brown Building, 1200 Nineteenth Street, N.W., Washington, D.C. 20208	254-6070

National Institute of Mental Health (NIMH)

Dr. Sigmund Dragastin, Chief, Personality and Cognition Section, Behavioral Sciences Research Branch, Room 10C-06 5600 Fishers Lane, Rockville, Maryland 20852	443-3942
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HEALTH, EDUCATION, AND WELFARE, U.S. DEPARTMENT OF:

National Institute of Mental Health (NIMH)

Ms. Anita King, Mental Health Service Development Branch, Division of Mental Health Service Programs, 5600 Fishers Lane, Rockville, Maryland 20852	443-3668
Dr. Teri Levitin, Executive Secretary, Applied Research Juvenile Problems Committee, 5600 Fishers Lane, Rockville, Maryland 20852	443-3566
Ms. Julie Phillips, Center for Studies of Child and Family Mental Health, Room 513, Rockwall Building, 11400 Rockville Pike, Rockville, Maryland 20852	443-3556

National Institute of Neurological and Communicative Disorders and Stroke
(NINCDS)

Dr. Sarah Broman, Room 8C-08A, Federal Building, 7550 Wisconsin Avenue, Bethesda, Maryland 20014	496-5821
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Office of Child Development (OCD)

Dr. Ramon Garcia, Research and Development Division, P.O. Box 1182, Washington, D.C. 20013	755-7758
Dr. Edith H. Grotberg, Room 5044, Donohoe Building, 400 Sixth Street, S.W., Washington, D.C. 20202	755-7750
Dr. Barbara Loe, P.O. Box 1182, Washington, D.C. 20013	755-7453

Office for Civil Rights (OCR)

Dr. Art Mandakas, Room 3457, HEW North Building, 330 Independence Avenue, S.W., Washington, D.C. 20201	245-6056
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Office of Education (OE)

Dr. Glen C. Boerrigter, Chief, Vocational Education Research Program, Bureau of Occupational and Adult Education (BOAE), Room 5018, ROB #3, Seventh and D Streets, S.W., Washington, D.C. 20202	245-2468
Mr. Thomas Burns, Deputy Associate Commissioner, Bureau of School Systems (BSS), Room 207D, FOB #6, 400 Maryland Avenue, S.W., Washington, D.C. 20202	245-8148
Ms. Joan Caton, Office of Legislation, Room 4131, FOB #6, 400 Maryland Avenue, S.W., Washington, D.C. 20202	245-8280
Mr. Francis V. Corrigan, Chief, National Assessment for Educa- tional Progress, National Center for Education Statistics, Room 3073-F, FOB #6, 400 Maryland Avenue, S.W., Washington, D.C. 20202	245-7025

HEALTH, EDUCATION, AND WELFARE, U.S. DEPARTMENT OF:

Office of Education (OE)

Mr. Elam K. Hertzler, Special Assistant to the Commissioner, Room 4177C, 400 Maryland Avenue, S.W., Washington, D.C. 20202	245-9248
Mr. W. Stanley Kruger, Bureau of School Systems (BSS), Room 2089G, FOB #6, 400 Maryland Avenue, S.W. Washington, D.C. 20202	245-8118
Dr. Paul A. Miller, Office of Equal Employment Opportunity, (OEEO), Room 2181, FOB #6, 400 Maryland Avenue, S.W. Washington, D.C. 20202	245-8488
Dr. Alice Y. Scates, Office of Planning, Budgeting, and Evaluation (OPBE), Room 4079, FOB #6, 400 Maryland Avenue, S.W., Washington, D.C. 20202	245-8380
Dr. James Spillane, Assistant Director, Office of Drug Education, Room 2049, FOB #6, 400 Maryland Avenue, S.W., Washington, D.C. 20202	245-7292

Office of Human Development (OHD)

Mr. Jordan Benderly, Chief, Research and Evaluation, Room 4718, HEW North Building, 330 Independence Avenue, S.W., Washington, D.C. 20201	245-3176
Ms. Jane Lampman, Director of Planning and Evaluation, Room 5700, HEW North Building, 330 Independence Avenue, S.W., Washington, D.C. 20201	245-7027
Mr. William Renahan, Research and Evaluation, Room 5700 HEW North Building, 330 Independence Avenue, S.W., Washington, D.C. 20201	245-3176

Office of Youth Development (OYD)

Dr. Catharine V. Richards, Room 1185, Donohoe Building, 400 Sixth Street, S.W., Washington, D.C. 20202	245-2841
Ms. Jeanne L. Weaver, Director, Division of Youth Activities, 1640 Donohoe Building, 400 Sixth Street, S.W., Washington, D.C. 20201	245-2098

Social and Rehabilitation Services (SRS)

Dr. Elsie Tytla, Medical Adviser to Medical Services Administration, Room 4088, Mary E. Switzer Building, Washington, D.C. 20201	245-0445
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JUSTICE, U.S. DEPARTMENT OF:

Law Enforcement Assistance Administration (LEAA)

Dr. James C. Howell, National Institute for Juvenile Justice and Delinquency Prevention, 4th Floor, 633 Indiana Avenue, N.W., Washington, D.C. 20530 376-3660

LABOR, U.S. DEPARTMENT OF:

Ms. Jeanne Barnett, Office of Assistant Secretary for Policy, Evaluation, and Research, Room S-2310, Washington, D.C. 20210 523-6063

Mr. Thomas M. Bruening, Division Chief, Division of Experimental Operations and Research, Room 9010, Patrick Henry Building, 601 D Street, N.W., Washington, D.C. 20213 376-6521

Ms. Lucille Pinkett, Chief, Child Labor Branch, Room S3030, 200 Constitution Avenue, N.W., Washington, D.C. 20210 523-7482

OFFICE OF MANAGEMENT AND BUDGET (OMB):

Mr. Allen Jackson, Room 7017, New Executive Office Building, 17th and Pennsylvania Avenue, N.W., Washington, D.C. 20503 395-4532

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